DOCUMENT RESUME

ED 349 448 CE 061 956

TITLE	Workplace Learning Curriculum Guides. Volume IV: Basic Skills--General Educational Development (GED).
INSTITUTION	Colorado Community Coll. and Occupational Education System, Denver.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE	92
CONTRACT	V198A1028191
NOTE	238p.; For other volumes in this series, see CE 061 952-960.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC10 Plus Postage.
DESCRIPTORS	Adult Literacy; Curriculum Guides; Fine Arts; *High School Equivalency Programs; Individualized Instruction; *Job Skills; Lesson Plans; Literature; Mathematics Instruction; Science Instruction; Social Studies
IDENTIFIERS	*General Educational Development Tests; *Workplace Literacy

ABSTRACT

This volume, one of a series of eight curriculum guides compiled by the Colorado Workplace Learning Initiative: 1991-92, contains five courses designed to prepare people to take the General Educational Development (GED) tests. Introductory materials include a table of contents and a list of the curriculum topics covered by each of the guides. The courses in this volume are: (1) self-paced GED praparation program; (2) GED curriculum--literature and arts; (3) GED curriculum--mathematics; (4) GED curriculum--science; and (5) GED curriculum--social studies. Each course contains information on some or all of the following: prerequisites; timing; resources needed; course goal; objectives and methods; materials; evaluation procedures; course outline; lesson plans; and lecture outlines. (NLA)

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Volume IV: Basic Skills - General Educational Development (GED)

Courses

Self-paced GED Preparation Program
GED Curriculum Literature and Arts
GED Curriculum Mathematics
GED Curriculum Science
GED Curriculum Social Studies

Curriculum Guides

Colorado Workplace Learning Initiative: Skills for Productivity and Career Enhancement (1991 - 92)

Contact: Colorado Community College & Occupational Education System (303-620-4000)

Volume I:	Basic Skills -	Math
Volume II:	Basic Skills -	English as a Second Language (ESL)
Volume III:	Basic Skills -	Reading Writing
Volume IV:	Basic Skills -	General Educational Development (GED)
Volume V:	Function Skills -	Computer Proficiency Safety Basics Spanish
Volume VI:	Enhanced Basic Skills -	Learning to Learn Career Planning
Volume VII:	Enhanced Basic Skills -	Teams and Teamwork Problem - Solving, Decision - Making, & Critical Thinking Stress Management
Volume VIII:	Enhanced Basic Skills -	Listening Skills Communications Speech Self-Esteem Individual Workplace Skills

SUMMARY OF CURRICULUM TOPICS SUBMITTED FOR "THE COLORADO WORKPLACE LEARNING INITIATIVE: SKILLS FOR PRODUCTIVITY AND CAREER ENHANCEMENT"
1991 - 1992 PROGRAM

The program is described on the attached abstract. Contained in this series of curriculum guides are the outlines and notes for the topics covered according to the basic skills needs of the business partners. For more information, contact Colorado Community College and Occupational Education System, 303-620-4000.

COMMUNITY COLLEGE OF AURORA	COMMUNITY COLLEGE OF DENVER	COMMUNITY COLLEGE OF DENVER-TECH CENTER	PUEBLO COMMUNITY COLLEGE	PIKES PEAK COMMUNITY COLLEGE
Basic Skills				
math	math	math	math	math
English as a Second Language (ESL)		ESL		ESL
		reading	reading	reading & speed reading
writing				writing (3 part)
		GED	GED	
Functional (Job) Skills				
computer proficiency	computer proficiency and basic software skills	computer proficiency	computer proficiency	
			safety basics for the workplace	
Spanish			Spanish	
Enhanced Basic Skills				
		learning to learn		learning to learn
career planning	transfer techniques			career planning
teamwork				understanding team development process and teams
problem-solving			problem-solving	problem-solving
stress management	stress management		stress management	
listening skills	listening skills		listening skills	
interpersonal communications	conflict resolution		interpersonal communications	overview of communications and interpersonal communications
			speech	
		self-esteem in the workplace	self-esteem	
			individual workplace skills	

SELF-PACED

GED

PREPARATION

PROGRAM

SELF-PACED GED PREPARATION PROGRAM

Course Overview

Earning the GED (General Educational Development) diploma can provide access to educational and employment opportunities that may not previously have been available to adults who did not complete high school. The GED tests are designed to measure the major and lasting outcomes of a standard four year high school education and are regularly accepted by employers and colleges as equivalent to a high school diploma. A student must pass the following five tests in order to earn a GED diploma:

Test 1: Writing Skills
Test 2: Social Studies
Test 3: Science
Test 4: Interpreting Literature and the Arts
Test 5: Mathematics

Because adults come to GED preparation programs with a variety of living experiences, skill levels, and abilities, a self-paced, individualized learning program is often the most effective and efficient way to provide instruction. The following elements are vital to the success of this type of program:

- pretesting in the areas of reading, writing, and mathematics
- a variety of instructional materials (some available to students on a check-out basis)
- an instructor to monitor student progress and provide feedback, encouragement, and instruction to students on a regular basis
- self-directed assignment sheets or study guides
- GED practice testing

Objectives

By the end of this course the student will have passed the battery of five tests to successfully complete requirements for earning a General Educational Development (GED) diploma.

Timing

Self-paced learning programs, by nature, vary in terms of length of completion time. A major factor in GED performance is the student's reading level. A person who has a reading grade level of 10+ and good basic math skills may complete GED preparation in as little as 20 instructional hours. For a person with average skills (about 9th grade level), approximate completion time is 100 instructional hours.

Materials

You will need:

- GED information packets
- a list of GED testing centers for referral purposes
- basic skills pretest materials to determine reading, math, and writing levels or skills
- instructional materials at the 6th-12th grade level, including workbooks, audio-visual materials, and software programs (see Attachment 1)
- hardware on which to run software programs, if computer aided instruction is offered
- GED practice testing materials (Official GED Practice Tests series by Steck-Vaughn is recommended)

- assignment sheets or study guides (see Attachments 2-7 for examples)

Plan for Self-Paced GED Preparation Program

1. GED Orientation (approximately 30 minutes)

Discuss with student the GED tests (see Attachment 8 for example from which to design your own), assessment procedures, instructional delivery methods, instructor expectations, etc. Ask student about his/her educational background, areas of strengths and weaknesses, reason(s) for wanting GED, and his/her education and personal goals. Record pertinent information.

In order to help ease some of the anxiety many adults feel in returning to school, the following information can be shared:

- The self-paced, individualized nature of the learning experience will allow the student to work at his/her own pace; time will be spent on skills that are weak, not in areas in which the student is competent.

- Except for the Writing essay portion, all of the GED tests are multiple choice.

- The GED tests can be taken one at a time, in any order. In other words, a student can study for one particular test, go to the testing center and take that test, and then come back to class and begin studying for a different test.

- When explaining the 45 point passing system, inform the student that if s/he earns points above the 45 minimum requirement for each test, those extra points can be counted toward any other test score that may fall below the minimum 45 points.

- If a student takes all five tests and does not score the 225 points required to earn the GED diploma, he/she may retake any test(s) up to two times to earn the extra points needed. (The exception is if a test score falls at 35 points or below; this test must be retaken regardless of other test scores.)

- Performance on the GED tests depends more on the student's reading and thinking skills than on general subject matter knowledge or the memorization of facts.

2. Basic skills assessment (approximately 3-5 hours)

The information you will need about a student's basic skills includes

a) reading grade level
b) math grade level or mastery of specific competencies
c) writing grade level, mastery of specific competencies, and/or a writing sample

Any basic skills tests that yield this information may be appropriate. Two recommended assessment instruments are listed on Attachment 1.

Assessment can be segmented to 2-3 hour time periods so that fatigue does not affect the student's test performance.

3. Delivery of instruction

Once basic skills assessment has been completed, review results and then share this information with the student. Most students prefer to study one subject at a time, either reading, math, or writing. It is advisable to work on reading before writing, as enrichment of reading skills also tends to improve writing skills. In addition, many of the writing workbooks require a higher reading level. Some students prefer working on two subject areas at a time, i.e. reading and math, in order to avoid

burnout and add variety.

Reading

In general, a student who scores **at or above the 9th grade level** in reading is ready to be pretested on the Social Studies, Science, and Literature GED tests (see GED Pretesting).

If a student scores at the **6th-8th grade level** on reading, work on reading comprehension would be appropriate. Recommended reading materials are listed on Attachment 1.

If a student scores **below the 6th grade level** on reading, he/she would benefit from developmental reading instruction before starting GED preparation.

Math

In general, a student is ready for pretesting on the GED Math test if 1) he/she scores **at or above the 9th grade level** on a basic skills math test, or 2) he/she shows **at least an 80% mastery of basic math** (whole numbers, fractions, decimals, percents, and ratios and proportions). See GED Pretesting section.

If a student scores **below 9th grade on math or less than 80% mastery of basic math,** instruction is appropriate. Recommended math materials are listed on Attachment 1.

Students who have **difficulty with whole number operations** will require extra time and attention. They may benefit from adult basic education classes prior to GED preparation.

Writing

In general, a student is ready for pretesting on the GED Writing test if 1) he/she scores **at or above the 9th grade level** on a basic skills writing test, or 2) he/she shows **at least an 80% mastery of basic writing skills**, i.e. mechanics, grammar, etc., or 3)

student's **writing sample is on topic, well organized, and fairly accurate in terms of mechanics, grammar, spelling, and sentence structure.**

If a student scores **below 9th grade level** on the basic skills writing test or **less than 80% mastery of basic writing skills**, instruction is appropriate. Recommended writing materials are listed on Attachment 1.

Students who demonstrate **significant problems on the writing sample** (i.e. frequent misspellings, letter reversals, or omitted words or letters) may benefit from adult basic education classes prior to GED preparation.

4. GED Pretesting

When it has been determined that a student's skill level is at the 9th+ grade level or at 80%+ mastery level, GED pretests may be taken. The Official GED Practice Tests series published by Steck-Vaughn is very effective for this purpose. These practice tests are considered to be accurate predictors of performance on actual GED tests, plus or minus five points. Therefore, in order to be relatively sure of a passing score on the actual GED tests, a minimum practice test score of 49 points is recommended. Any student who scores below 49 points on a pretest should consider further study. Included in the Steck-Vaughn practice test materials is an item analysis (see Attachment 9) for each form of the pretest that allows the instructor to identify specific areas of weakness on each test. (Study guides that correspond to this item analysis are included: Attachments 3-7.) After completing work assigned on a study guide, another form (i.e Form AA, Form BB, Form CC, or Form DD) of the pretest may be taken to assure readiness for actual GED tests.

5. GED Testing

When a student has scored 49+ points on a pretest, he/she should be ready to take the actual GED test. Students should take no more than two of the five tests at one time; one test at a time is preferable, particularly for the first testing session.

A list of official GED testing centers in your area is usually available from your state Department of Education. Some testing centers have special requirements, so it is important for the student to call before the test date to obtain all necessary information.

It will be important for the student to have the following:

- location of testing center (and directions if student is unsure of how to get there)
- testing day and time
- testing fee
- picture identification

Notification of test results will vary depending on testing center policy. Some centers will score tests and give results to students immediately. Others will require that students phone the testing center, the center will phone the student, or the student will have to return to the testing center in person to get the test results. Writing test results may take up to two weeks to be returned by the graders.

6. Retesting for GED*

If a student scores below 35 points on any GED test, he/she must retake that test, regardless of any extra points he/she may have on other tests.

If a student has taken all five tests but has not

scored at least 225 points, he/she may retake any test(s); the student does not necessarily have to retake the test with the lowest score. It is recommended that the student retake which ever test(s) he/she feels will yield the most extra points.

*Check with local testing center; minimum score requirements vary from state to state.

Attachment 1

Recommended Learning Materials

Steck-Vaughn, P.O. Box 26015, Austin, Texas, 78755, 1-800-531-5015

"The 6-Book GED Series"
"The Official Practice Tests"
"GED-2000" (software program)
"Strategies for Success"
"Reading for Today"
"Communication for Today"
"Reading for Tomorrow"
"Communication for Tomorrow"

Jamestown Publishers, P.O. Box 9168, Providence, Rhode Island, 02940, 1-800-USA-READ

"Critical Reading Skills Series"
"Timed Readings"
"Reading Drills"
"Single Skills Series"
"Comprehension Skills Series"
"Reading the Content Fields"

Contemporary Books, 180 North Michigan Avenue, Chicago, Illinois, 60601, 1-800-621-1918

"New Beginnings in Reading"
"Critical Thinking in the Content Areas"
"Number Sense"
"Number Power"
"New GED Satellite Program"
"The Official Teacher's Guide to the Tests of General Educational Development"
"Pre-GED Series"
"Breakthroughs Series"
"Study Aids"
"Building Basic Skills"

New Readers Press, P.O. Box 888, Syracuse, New York, 13210, 1-800-448-8878

"Challenger"
"Reading in the Content Areas"
"Laubach Way to Reading"
"Help Yourself"
"Breakthrough to Math"

Recommended Basic Skills Assessment Instruments

Test of Adult Basic Education (TABE)
CTB/McGraw-Hill
2500 Garden Road
Monterey, CA 93940

The AVT Learning System in Reading Placement Test
Media Systems Corporation
757 Third Avenue, New York, NY 10017

Attachment 2

BASIC SKILLS/GED ASSIGNMENT SHEET

Date Assigned	Assignment	Date Completed	Comments

Attachment 3

Name:_____ Date: _____

Study Guide for

WRITING

Writing - Part 1: Multiple Choice Section

Skill	Assignment
Sentences	_____
Nouns	_____
Verbs	_____
Pronouns	_____
Adjectives	_____
Adverbs	_____
Punctuation	_____
Style	_____
Spelling	_____
Capitalization	_____

Pretests:

Book	Date	Score
_____	_____	_____
_____	_____	_____
_____	_____	_____

Other Assignments:

Assignment	Date	Score
_____	_____	____
_____	_____	____
_____	_____	____
_____	_____	____

Part 2: The Essay

Steps: **Assignment:**

PLANNING

1. Reading the Topic Assignment _____
2. Making a Planning List _____

ORGANIZING

3. Grouping and Naming _____
4. Adding Details
   Putting Your Groups in Order _____

WRITING

5. Writing an Introductory
   Paragraph _____
6. Writing the Body of Your Paper _____
7. Writing the Concluding
   Paragraph _____

EVALUATING AND REVISING

8. Improving Your Composition _____

Practice Essays:

Date	Score
_____	_____
_____	_____
_____	_____

Other Assignments:

_____

_____

_____

Attachment 4

Name: _____ **Date:** _____

Study Guide for

SOCIAL STUDIES

Content	Middle Level	Advanced Level
History	_____	_____
Geography	_____	_____
Economics	_____	_____
Political Science	_____	_____
Behavioral Science	_____	_____
Cognitive Level		
Comprehension	_____	_____
Application	_____	_____
Analysis	_____	_____
Evaluation	_____	_____

Pretests:

Book	Date	Score
_____	_____	_____
_____	_____	_____
_____	_____	_____

Other Assignments:

Assignment	Date
_____	_____
_____	_____
_____	_____

Attachment 5

Name: _____ Date: _____

Study Guide for

SCIENCE

Content	Middle Level	Advanced Level
Biology	_____	_____
Earth Science	_____	_____
Physics	_____	_____
Chemistry	_____	_____
Cognitive Level		
Comprehension	_____	_____
Application	_____	_____
Analysis	_____	_____
Evaluation	_____	_____

Pretests:

Book	Date	Score
_____	_____	_____
_____	_____	_____

Other Assigments:

Assignment	Date
_____	_____
_____	_____
_____	_____

Attachment 6

Name: _____ Date: _____

Study Guide for

LITERATURE AND THE ARTS

Content	Assignment
Nonfiction Prose	_____
Prose Fiction	_____
Poetry	_____
Drama	_____
Commentaries on the Arts	_____

Cognitive Level

Literal Comprehension	_____
Inferential Comprehension	_____
Application	_____
Analysis	_____

Pretests:

Book	Date	Score
_____	_____	_____
_____	_____	_____
_____	_____	_____

Other Assignments:

Assignment	Date
_____	_____
_____	_____
_____	_____

Name: _____ Date: _____

Study Guide for

MATHEMATICS

Subject	Assignment	Date
Basic Math		
Whole Numbers		
Addition	_____	_____
Subtraction	_____	_____
Multiplication	_____	_____
Division	_____	_____
Fractions		
Addition	_____	_____
Subtraction	_____	_____
Multiplication	_____	_____
Division	_____	_____
Decimals		
Addition	_____	_____
Subtraction	_____	_____
Multiplication	_____	_____
Division	_____	_____
Percents		
Finding percents	_____	_____
Finding totals	_____	_____
Finding percentages	_____	_____
Converting fractions/ decimals/percents	_____	_____

Word Problems _____ _____

Algebra

Signed Numbers _____ _____

Solving Equations _____ _____

Word Problems in in Algebra _____ _____

Exponents/Roots _____ _____

Algebraic Graphs _____ _____

Geometry

Lines and Angles _____ _____

Triangles and Quadrangles _____ _____

Circles and Volume _____ _____

Word Problems _____ _____

Pretests:

Books	Date	Score
_____	_____	_____
_____	_____	_____
_____	_____	_____

Other Assignments:

Assignment	Date
_____	_____
_____	_____
_____	_____

Attachment 8

GED TESTING INFORMATION

ELIGIBILITY REQUIREMENTS TO TAKE THE TEST

1. You must be 17 years of age or older. Seventeen year olds must provide a notarized form proving that they have officially withdrawn from school.

2. You must show proof of birth date, Colorado address, identification and signature at the time of making application. A pictured identification is REQUIRED.

3. Fee for GED testing varies with each testing center (see back page).

WHERE TO GET GED TRANSCRIPTS AND TEST INFORMATION

1. Tests not completed within 30 days are reported to the Colorado Department of Education as incomplete.

2. Copies of transcripts and certificates are available from the Colorado Department of Education for $1.00 each. You will receive one free copy of your scores when you complete the testing.

CALL 866-6613 FOR INFORMATION ON GETTING A TRANSCRIPT.

Test	Number of Items	Time Limit	Content Area
Test One Writing Skills	55	75min	Part One Sentence Struc. 35% Usage 35% Mechanics 30%
		45min	Part Two Essay
Test Two Social Studies	64	85min	History 25% Geography 15% Economics 20% Political Science 20% Behavioral Science 20%
Test Three Science	66	95min	Life Science 50% Physical Science 50%
Test Four Interpreting the Literature & Arts	45	65min	Popular Lit. 50% Classical Lit. 25% Commentary 25%
Test Five Mathematics	56	90min	Arithmetic 50% Measurement Number Relations Data Analysis Algebra 30% Geometry 20%

TEST CENTER AND SCHEDULE

Technical Education Center: Call 289-2243 to schedule test.

6221 Downing, Denver, CO 80216 Fee: $30

Test Schedule: Mondays 9 a.m. - 11:30 a.m; 12:15 p.m. - 4:00 p.m
Tuesdays 8 a.m. - 11:30 a.m
Thursdays 5 p.m. - 9:00 p.m

Testing is held in room 210

Jefferson County Adult Education: Call 238-0448 to schedule testing

1005 Wadsworth, General Lakewood School, Room #3, Lakewood, CO 80215 Fee: $35

Test Schedule: Monday 12:30 - 4:30 p.m.
Tuesdays and Thursdays 6:00 - 10:00 p.m.
Wednesdays 9:00 a.m. - 4:00 p.m.
Saturdays 8:00 a.m. - 2:00 p.m.
Closed 7/3/91 - 7/22/91
No appointment is necessary.

Directions: I-25 South to I-70 West
I-70 West to Wadsworth South
Wadsworth South to test site between 11th and 10th Ave.
On West side to Wadsworth - old school

Emily Griffith Opportunity School Call 572-8218, x 4747 to schedule testing

1250 Welton Street, Denver, CO 80204 Fee: $35

Test Schedule: Monday thru Thursdays 7:45 a.m.

Please call the testing center for appointment and information.

Front Range Community College: Call 466-8811 Ext. 335 to schedule testing

3645 West 112th Avenue, Westminster, CO 80030, room C2012 Fee: $35

Test Schedule: 1st, 2nd, and 3rd, Friday of every month
6:00 p.m. - 10:00 p.m

1st, 2nd and 3rd Saturday of every month
9:00 a.m. - 1:00 p.m.

Test One: Writing Skills
U. S. Edition Form BB

Content	Item Types: Sentence Correction	Sentence Revision	Construction Shift
Sentence Structure		2, 6, 9, 11	8, 10, 18, 24
Usage	4, 5, 12, 16, 26	13, 17, 20, 22	3, 19
Mechanics	1, 7, 14, 15, 21 23, 25, 27		

Note: The cognitive skill classification for all Writing Skills multiple-choice items is application. The essay is classified at the synthesis cognitive skill level.

Test Two: Social Studies
U.S. Edition Form BB

Content	Cognitive Level: Comprehension	Application	Analysis	Evaluation
History	7		8, 21, 32	16
Geography		6, 15	22, 23	24
Economics	1, 20	5	2, 3, 4, 14, 31	
Political Science		12, 13, 25, 26, 27	17	18, 19
Behavioral Science	9, 10, 30	29	28	11

Test Three: Science
U.S. Edition Form BB

Content	Cognitive Level: Comprehension	Application	Analysis	Evaluation
Biology	3, 4, 27	6, 7, 8, 13, 14	5, 16, 28, 29, 30, 32	15, 31
Earth Science		19, 20	2, 17, 18	1, 33
Physics	10, 26			9, 11, 12
Chemistry	21	23, 25	24	22

Test Four: Interpreting Literature and the Arts
U.S. Edition Form BB

	Cognitive Level			
Content	**Literal Comprehension**	**Inferential Comprehension**	**Application**	**Analysis**
Popular Literature	6, 7, 8	5, 9	1, 2, 4	3, 10
Classical Literature	12, 14	13, 15, 16		11
Commentary	20, 22	17, 18, 21		19

Test Five: Mathematics
U.S. Edition Form BB

	Skill Levels										
			Operations				Concepts				
Content	**Set-up**	**Solution**	**+/−**	**×**	**÷**	**sq.rt. /exp.**	**Basic**	**Formulas**	**Ratio**	**Percent**	**Difficult**
Arithmetic:											
Measurement	13	1 3 5 6 9 15 16 19		6 13 15 19	1 3 5 9 16		6	13	1 3 5 9 16	15 19	
Number Relationships		2 8 17	2			8 17	2 8				17
Data Analysis	25	10 20	10		20 25			20	25	10	
Algebra	12 22 28	4 18 23 24 26	26	4 12	18 22 24 28	23	12 22 23 26		24 28	4	18
Geometry	27	7 11 14 21	7 14 21		11	27	14	7 21	11		27

G.E.D. CURRICULUM
LITERATURE AND ARTS

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COURSE SYLLABUS

1. TITLE OF COURSE: GED Reading/Literature
   PREFIX/NUMBER:

2. PREREQUISITES: None

3. RESOURCES NEEDED:
   TEXT: GED Reading: Literature and the Arts
   Steck-Vaughn
   SUPPLIES:

4. COURSE GOAL: The student will develop an awareness of and a proficiency in reading and interpreting nonfiction, fiction, poetry, lyrics, and drama.

INTERPRETING LITERATURE AND THE ARTS

GOAL:

The student will develop an awareness of and a proficiency in reading and interpreting nonfiction, fiction, poetry, lyrics, and drama.

OBJECTIVES AND METHODS:

Each student will be given a diagnostic test to determine his/her strengths and weaknesses in each content area of the Interpreting Literature and the Arts section.

The student will demonstrate his/her knowledge and ability in each area of literature by passing a proficiency test with 80 per cent accuracy or above on either an instructor-developed assessment or a standardized test.

1. Popular Literature

The student will develop skills of interpretation and comprehension in the area of popular literature which is recent and of acknowledged quality.

The student will demonstrate proficiency in each of the following areas by passing each practice exercise with at least 80 per cent accuracy:

a. Nonfiction
b. Fiction
c. Poetry and Lyrics
d. Drama

2. Classical Literature

The student will develop skills of interpretation and comprehension in the area of classical literature where literature of superior quality that has withstood the test of time is studied.

The student will demonstrate proficiency in each of the following areas by passing each practice exercise with at least 80 per cent accuracy:

a. Nonfiction
b. Fiction
c. Poetry and Lyrics
d. Drama

3. Commentary about Literature and the Arts

The student will develop skills of interpretation and comprehension in the area of commentary which is drawn from a variety of sources, including newspapers, magazines, and periodicals.

The student will demonstrate proficiency in each of the following areas by passing each practice exercise with at least 80 per cent accuracy:

a. Literature
b. Theater
c. Music
d. Dance
e. Film
f. Art

MATERIALS

Steck-Vaughn GED Comprehensive Review Book
Steck-Vaughn GED Exercise Book
Steck-Vaughn Reading Skills Book 4

All materials may not be used exclusively. Available materials will facilitate selecting alternatives which best suit the learner.

COURSE OUTLINE

POPULAR LITERATURE OVERVIEW

1. Fiction Strategy:
   a. Get meaning from context
   b. Identify the main idea
   c. Identify an unstated main idea
   d. Restate information

2. Nonfiction Strategy:
   a. Draw a conclusion
   b. Identify an implication

3. Fiction Strategy:
   a. Understand a consequence
   b. Identify techniques (figurative language)
   c. Transfer concepts to a new context

4. Fiction

MINI-REVIEW

1. Nonfiction Essay Strategy

2. Poetry Strategy:
   a. Identify elements of style and structure
   b. Identify figurative language
   c. Identify effect of techniques (symbols and images)

3. Drama Strategy:
   a. Identify an implication
   b. Identify elements of style and structure
   c. Identify techniques (characterization)
   d. Identify elements of style and structure (theme)

POPULAR LITERATURE REVIEW
CLASSICAL LITERATURE OVERVIEW

1. Fiction Strategy:
   a. Identify an unstated main idea
   b. Identify cause and effect relationship
   c. Identify an implication
   d. Identify elements of style and structure

2. Nonfiction biography and autobiography strategy

3. Nonfiction Essay Strategy

4. Poetry Strategy:
   a. Identify figurative language
   b. Identify techniques (mood)

5. Drama Strategy:
   a. Identify techniques (characterization)
   b. Identify effects of techniques (mood shift)

CLASSICAL LITERATURE REVIEW
COMMENTARY OVERVIEW

1. Commentary Fiction Strategy

2. Commentary Poetry and Drama Strategy

3. Commentary Television Strategy

4. Commentary Film Strategy

5. Commentary Music Strategy

6. Commentary Dance Strategy

7. Commentary Art Strategy

LESSON PLAN

A. Course Title: GED Reading B. Plan Number: 1

C. Topic: Fiction

D. Prerequisite: None

D. Purpose: Getting the meaning from context

F. Performance Objective: At the completion the student should be able to determine the context of an article.

1. Activity:
   a. Practice exercises 1-8, Unit 1 of text
   b. GED Mini-test

2. Conditions:
   a. Classroom
   b. Lecture

3. GED standards

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Reading, Austin; Steck-Vaughn Co.,1991

LECTURE OUTLINE

A. Course Title: GED Reading B. Lecture Number 1

A. Overview Popular Literature

1. Terms and Definitions
   a. Fiction
   b. Non-fiction
   c. Poetry
   d. Drama
   e. Context
   f. Main point

2. Fiction
   a. Imagination
   b. Context
      1. Time
      2. Place
      3. Define a work
      4. Compare
      5. Contrast
      6. By example
      7. Repeat the meaning of a work
      8. Details

LESSON PLAN

A. Course Title: GED Reading B. Plan Number: 2

C. Topic: Fiction

D. Prerequisite: Getting the meaning from context

E. Purpose: Identifying the main idea

F. Performance Objective: The student should be able to read a paragraph and identify the main idea.

1. Activity:
   a. Practice exercises 1-6, Unit 2 Test
   b. GED Mini-test

2. Conditions:
   a. Classroom
   b. Lecture

3. GED standards

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Reading, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Reading B. Lecture Number 2

A. Identifying the Main Idea
    1. Sentence
        a. Expresses at least one idea
        b. Is a complete thought

    2. Paragraph
        a. Summary
        b. Expresses main idea
        c. Explicit main idea

LESSON PLAN

A. Course Title: GED Reading B. Plan Number: 3

C. Topic: Identify an unstated main idea

D. Prerequisite: Identifying main idea

E. Purpose: Understanding implications

F. Performance Objective: The student should be able to read a paragraph and identify the inferences.

1. Activity:
   a. Practice exercises 1-8, in text
   b. GED Mini-test

2. Conditions:
   a. Classroom
   b. Lecture

3. GED standards

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Reading, Austin; Steck-Vaughn Co.,1991

LECTURE OUTLINE

A. Course Title: GED Reading B. Lecture Number 3

A. Identify an Unstated Main Idea

1. Implicit
   a. Main idea not clearly stated
   b. Infer

2. Explicit main idea
   a. A key sentence that sums up the paragraph
   b. Suggested or hinted

3. To infer the main idea
   a. Decide the Topic
   b. Decide what point the supporting details make about the topic
   c. Combine the topic with the point the details make about it

LESSON PLAN

A. Course Title: GED Reading B. Plan Number: 4

C. Topic: Restate information

D. Prerequisite: An unstated main idea

E. Purpose: To restate fact or detail to support the main idea

F. Performance Objective: The student should be able to evaluate facts and details to restate information.

1. Activity:
   a. Practice exercises 1-8, from text
   b. GED Mini-test

2. Conditions:
   a. Classroom
   b. Lecture

3. GED standards

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Reading, Austin; Steck-Vaughn Co.,1991

LECTURE OUTLINE

A. Course Title: GED Reading B. Lecture Number 4

A. Restate Information

1. Facts or Support

2. Identify Main Idea
   a. Topic sentence
   b. Support details
   c. Contrasting details
   d. Multiple examples

LESSON PLAN

A. Course Title: GED Reading B. Lecture Number 5

C. Topic: Draw a Conclusion

D. Prerequisite: Restate information

E. Purpose: Making judgements about information

F. Performance Objective: The student should be able to apply reasoning skills to draw a conclusion.

1. Activity:
   a. Practice exercises 1-8, from text
   b. GED Mini-test

2. Conditions:
   a. Classroom
   b. Lecture

3. GED standards

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Reading, Austin; Steck-Vaughn Co.,1991

LECTURE OUTLINE

A. Course Title: GED Reading B. Lecture Number 5

A. Draw a Conclusion-Nonfiction

1. True conditions

2. Making judgements about given conditions

3. Conclusions
   a. Making judgements
   b. Reasoning skills
   c. Context
   d. Explicit or implicit
   e. Supporting details

LESSON PLAN

A. Course Title: GED Reading B. Plan Number: 6

C. Topic: Identify and implication

D. Prerequisite: Draws a conclusion

E. Purpose: To identify assumptions

F. Performance Objective: The student should be able to identify implications that are taken for granted.

1. Activity:
   a. Practice exercises 1-6, from text
   b. GED Mini-test

2. Conditions:
   a. Classroom
   b. Lecture

3. GED standards

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Reading, Austin; Steck-Vaughn Co.,1991

LECTURE OUTLINE

A. Course Title: GED Reading B. Lecture Number 6

A. Identifying an Implication

1. Assumptions-facts or opinions taken for granted

2. Implications
   a. Identify assumptions
   b. Facts or statements not proven

LESSON PLAN

A. Course Title: GED Reading B. Plan Number: 7

C. Topic: Understanding a consequence

D. Prerequisite: None

E. Purpose: Cause and effect

F. Performance Objective: The student should be able to identify cause and effect to determine consequence.

1. Activity:
   a. Practice exercises 1-6, Unit 7 in text
   b. GED Mini-test
2. Conditions: Lecture
3. GED standards

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Reading, Austin; Steck-Vaughn Co.,1991

LECTURE OUTLINE

A. Course Title: GED Reading B. Lecture Number 7

A. Understand a Consequence

1. What happened?
2. What will be the effect?
3. Cause and effect
4. Conclusion or consequence

LESSON PLAN

A. Course Title: GED Reading B. Plan Number: 8

C. Topic: Identify techniques

D. Prerequisite: Understand a consequence

E. Purpose: To use figurative language to gain attention

F. Performance Objective: The student should know how to recognize figurative language and its effect.

1. Activity:
   a. Practice exercises 1-6, Unit 8 of text
   b. GED Mini-test
2. Conditions: Lecture
3. GED standards

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Reading, Austin; Steck-Vaughn Co.,1991

LECTURE OUTLINE

A. Course Title: GED Reading B. Lecture Number 9

A. Identify Techniques-Figurative Language

1. To get attention
2. Effect
3. Analysis
4. Long sentences and phrases

LESSON PLAN

A. Course Title: GED Reading B. Plan Number: 9

C. Topic: Transfer concepts to a new context

D. Prerequisite: Identify techniques

E. Purpose: Transfer of information

F. Performance Objective: The student should be able to take information from a passage and use it in another situation.

1. Activity:
   a. Practice exercises 1-6, Unit 9 in text
   b. GED Mini-test

2. Conditions: Lecture

3. GED standards

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Reading, Austin; Steck-Vaughn Co.,1991

LECTURE OUTLINE

A. Course Title: GED Reading B. Lecture Number 9

A. Transfer Concepts to a New Context

1. Drawing conclusions
2. Contrasting facts
3. Inferences

LESSON PLAN

A. Course Title: GED Reading B. Plan Number: 10

C. Topic: Identifying elements of style and structure

D. Prerequisite: Transfer concepts to a new context

E. Purpose: To recognize an authors use of language and organization skills

F. Performance Objective: To identify the characteristic ways an author uses language and organizes his/her material.

1. Activity:
   a. Practice exercises 1-8, Unit 10 of text
   b. GED Mini-test

2. Conditions: Lecture

3. GED standards

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Reading, Austin; Steck-Vaughn Co.,1991

LECTURE OUTLINE

A. Course Title: GED Reading B. Lecture Number 10

A. Identify Elements of Style and Structure

1. Essay
   a. Formal
   b. Logical and systematic
   c. Informal
   d. Personal view
   e. Humorous

2. Structural elements-Apposition
   a. Parallel or repetitive structure to restate
   b. Repeat
   c. Reinforce
   d. Commas or dashes as clues

LESSON PLAN

A. Course Title: GED Reading B. Plan Number: 11

C. Topic: Poetry

D. Prerequisite: Style and structure

E. Purpose: Identify an implication

F. Performance Objective: The student should be able to identify assumptions, facts or statements that are taken for granted (not proven), and that the author takes for granted.

1. Activity:
   a. Exercises 1-6, Unit 11 of text
   b. GED Mini-test

2. Conditions:
   a. Classroom
   b. Lecture

3. GED standards

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Reading, Austin; Steck-Vaughn Co.,1991

LECTURE OUTLINE

A. Course Title: GED Reading B. Lecture Number 11

A. Poetry

1. Imaginative
2. Condensed
3. Figurative language
4. Rhyme and rhythm
5. Implications
6. Inferences

LESSON PLAN

A. Course Title: GED Reading B. Plan Number: 12

C. Topic: Poetry

D. Prerequisite: Identifying an implication

E. Purpose: Identify elements of style and structure

F. Performance Objective: The student should be able to identify the ways in which an author uses language and organizes material.

1. Activity:
   a. Practice exercises 1-6, Unit 12 of text
   b. GED Mini-test

2. Conditions: Lecture

3. GED standards

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Reading, Austin; Steck-Vaughn Co.,1991

LECTURE OUTLINE

A. Course Title: GED Reading B. Lecture Number 12

A. Poetry

1. Rhythm

2. Rhyme
   a. Like sounds
   b. Repetitions of sounds

3. Stanza
   a. Repetitious groups of lines
   b. Length of lines

LESSON PLAN

A. Course Title: GED Reading B. Plan Number:13

C. Topic: Poetry

D. Prerequisite: Implications

E. Purpose: Identify figurative language

F. Performance Objective: To recognize figurative language in poetry and to understand the effect it creates.

1. Activity:
   a. Practice exercises 1-6, Unit 13 of text
   b. GED Mini-test

2. Conditions: Lecture

3. GED standards

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Reading, Austin; Steck-Vaughn Co.,1991

LECTURE OUTLINE

A. Course Title: GED Reading B. Lecture Number 13

A. Poetry

1. Figurative language in poetry
   a. Mental picture
   b. Emotional effect or mood
   c. Ambiguity or multiple levels of meaning
   d. Visualization

2. Identify figurative language
   a. Usual comparisons
   b. Extreme
   c. Simplicity

LESSON PLAN

A. Course Title: GED Reading B. Plan Number: 14

C. Topic: Poetry

D. Prerequisite: Figurative language

E. Purpose: Symbols and images

F. Performance Objective: To identify ways an author uses language (symbols and images) and understand the effects the language creates.

1. Activity:
   a. Practice exercises 1-4, Unit 14 of text
   b. GED Mini-test

2. Conditions: Lecture

3. GED standards

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Reading, Austin; Steck-Vaughn Co.,1991

LECTURE OUTLINE

A. Course Title: GED Reading B. Lecture Number 14

A. Identify Effects of techniques

1. Symbol
   a. More than one meaning
   b. Seasons
   c. Colors

2. Images
   a. Appeal to the reader's senses
   b. Create pictures
   c. Create senses

LESSON PLAN

A. Course Title: GED Reading B. Plan Number: 15

C. Topic: Drama

D. Prerequisite: None

E. Purpose: Identifying and implication

F. Performance Objective: To identify assumptions, facts or statements that are taken for granted (not proven) and that the author takes for granted.

1. Activity:
   a. Practice exercises 1-6, Unit 15 of text
   b. GED Mini-test

2. Conditions: Lecture

3. GED standards

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Reading, Austin; Steck-Vaughn Co.,1991

LECTURE OUTLINE

A. Course Title: GED Reading B. Lecture Number 15

A. Drama

1. Acted by performers

2. Viewed by an audience

3. Play
   a. Communicate ideas or feelings
   b. Tell a story
      1. Through characters
      2. Directly to audience

4. Stage Directions
   a. Describe a character or setting
   b. Help you visualize

5. Identify an implication
   a. Infer
   b. Imply

LESSON PLAN

A. Course Title: GED Reading B. Plan Number: 16

C. Topic: Drama

D. Prerequisite: Identifying an implication

E. Purpose: Elements of style and structure

F. Performance Objective: To identify the ways an author uses language and organizes material.

1. Activity:
   a. Practice exercises 1-7, Unit 16 of text
   b. GED Mini-test

2. Conditions: Lecture

3. GED standards

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Reading, Austin; Steck-Vaughn Co.,1991

LECTURE OUTLINE

A. Course Title: GED Reading B. Lecture Number 16

A. Drama

1. Dialogue
   a. Among or between
   b. Describe the number of people speaking
      1. Setting
      2. Characters
      3. Plot

2. Monologue-one character

3. Language
   a. Character relationships
   b. Plot

4. Organization
   a. Form
   b. Names set off in capital letters
   c. Emotions in parenthesis

LESSON PLAN

A. Course Title: GED Reading B. Plan Number: 17

C. Topic: Drama

D. Prerequisite: Style and structure

E. Purpose: Identify techniques

F. Performance Objective: To recognize the ways we learn about characters and draw conclusions about them.

1. Activity:
   a. Practice exercises 1-6, Unit 17 of text
   b. GED Mini-test

2. Conditions: Lecture

3. GED standards

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Reading, Austin; Steck-Vaughn Co.,1991

LECTURE OUTLINE

A. Course Title: GED Reading B. Lecture Number 17

A. Drama-Identifying Techniques

1. Characterization

2. Motivation
   a. Why things are done
   b. Cause and effect
   c. Keyword "want"

LESSON PLAN

A. Course Title: GED Reading B. Plan Number: 18

C. Topic: Drama and comedy

D. Prerequisite: Identifying techniques

E. Purpose: Style and structure (theme)

F. Performance Objective: To identify the ways an author uses language and organizes materials.

1. Activity:
   a. Practice exercises 1-8, Unit 18 of text
   b. GED Mini-test
   c. Review popular literature

2. Conditions: Lecture

3. GED standards

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Reading, Austin; Steck-Vaughn Co.,1991

LECTURE OUTLINE

A. Course Title: GED Reading B. Lecture Number 18

A. Comedy and Drama

1. Comedy

2. Drama

3. Theme
   a. Basic subject
   b. Always phrased in general terms
   c. Does not include references to any character, plot, action or other specific element of scene or play
   d. Themes are not stated outright
   e. Inferences

LESSON PLAN

A. Course Title: GED Reading B. Plan Number: 19

C. Topic: Classical literature fiction

D. Prerequisite: Popular literature

E. Purpose: Identify an unstated main idea

F. Performance Objective: To identify the most important point an author is trying to make.

1. Activity:
   a. Practice exercises 1-9, Unit 19 of text
   b. GED Mini-test

2. Conditions: Lecture

3. GED standards

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Reading, Austin; Steck-Vaughn Co.,1991

LECTURE OUTLINE

A. Course Title: GED Reading B. Lecture Number 19

A. Classical Literature Overview

1. Terms and definitions
   a. Autobiography
   b. Biography
   c. Essay
   d. Supporting details
   e. Inference
   f. Mood
   g. Stage direction

2. Fiction
   a. Tells a story
   b. Imaginative
   c. Main ideas
      1. Supporting details
      2. Serious or humorous truths
      3. Stated and restated indifferent ways

3. Topic sentence

LESSON PLAN

A. Course Title: GED Reading B. Plan Number: 20

C. Topic: Fiction

D. Prerequisite: Identifying an unstated main idea

E. Purpose: Identifying cause and effect relationships

F. Performance Objective: To understand how one thing affects another.

1. Activity:
   a. Practice exercises 1-8, Unit 20 of Unit text
   b. GED Mini-test

2. Conditions: Lecture

3. GED standards

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Reading, Austin; Steck-Vaughn Co.,1991

LECTURE OUTLINE

A. Course Title: GED Reading B. Lecture Number 20

A. Fiction - Cause and Effect

1. Plot-What happens to the characters?
2. Cause-Initial action
3. Effect-Result of the action
4. Understanding consequences

LESSON PLAN

A. Course Title: GED Reading B. Plan Number: 21

C. Topic: Fiction

D. Prerequisite: Cause and effect

E. Purpose: Identify an implication

F. Performance Objective: To identify assumptions, facts or statements that are taken for granted (not proved), and that the author takes for granted.

1. Activity:
   a. Practice exercises 1-6, Unit 21 of text
   b. GED Mini-test

2. Conditions: Lecture

3. GED standards

G. _____
(Equipment, Materials, Resources Requires)

Quantity	Item
	Steck-Vaughn, GED Reading, Austin; Steck-Vaughn Co.,1991

LECTURE OUTLINE

A. Course Title: GED Reading B. Lecture Number 21

A. Fiction

1. Implications
   a. Indirect statements
   b. Arrive at conclusions
   c. Read between the lines
   d. Interpreting

2. Inference
   a. Draw a conclusion
   b. Infers

LESSON PLAN

A. Course Title: GED Reading B. Plan Number: 22

C. Topic: Nonfiction - biography and autobiography

D. Prerequisite: Identify an implication

E. Purpose: Identify techniques (point of view)

F. Performance Objective: To identify and distinguish whose thoughts and feelings are being revealed.

1. Activity:
   a. Practice exercises 1-6, Unit 22 of text
   b. GED Mini-test

2. Conditions: Lecture

3. GED standards

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Reading, Austin; Steck-Vaughn Co.,1991

LECTURE OUTLINE

A. Course Title: GED Reading B. Lecture Number 22

A. Nonfiction Biography and Autobiography

1. Autobiography

2. Biography
   a. One person tells another person's story
   b. Third person

3. Point of view
   a. Observation point
   b. Imagined details
   c. Descriptive details
   d. Physical setting

LESSON PLAN

A. Course Title: GED Reading B. Plan Number: 23

C. Topic: Fiction

D. Prerequisite: Biography and autobiography

E. Purpose: Identify elements of style and structure

F. Performance Objective: To identify the ways an author uses language and organizes material.

1. Activity:
   a. Practice exercises 1-6, Unit 23 of text
   b. GED Mini-test

2. Conditions: Lecture

3. GED standards

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Reading, Austin; Steck-Vaughn Co.,1991

LECTURE OUTLINE

A. Course Title: GED Reading B. Lecture Number 23

A. Fiction

1. Identify elements of style and structure
   a. Style
      1. Use of words and images to create characters, setting, mood and action
   b. Structure
      1. Organization of the plot
         a. Simple and straight forward
         b. Elaborate and roundabout
   c. Language
      1. Descriptive
      2. Emotional
      3. Images
      4. Word pictures

LESSON PLAN

A. Course Title: GED Reading B. Plan Number: 24

C. Topic: Nonfiction essay

D. Prerequisite: Style and structure

E. Purpose: Identify an implication and draws a conclusion

F. Performance Objective: To identify assumptions that the author takes for granted. To use these implications to form logical conclusions.

1. Activity:
   a. Practice exercises 1-4, Unit 24 of text
   b. GED Mini-test

2. Conditions: Lecture

3. GED standards

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Reading, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Reading B. Lecture Number 24

A. Nonfiction Essay

1. Formal

2. Informal-personal stories

3. Reading an Essay
   a. Ideas directly stated
   b. Ideas implied
   c. Conclusions
      1. At beginning
      2. At the end
      3. Both

LESSON PLAN

A. Course Title: GED Reading B. Plan Number: 25

C. Topic: Poetry

D. Prerequisite: Nonfiction essay

E. Purpose: Identify figurative language

F. Performance Objective: To recognize figurative language and to understand the effect it creates.

1. Activity:
   a. Practice exercises 1-8, Unit 25 of text
   b. GED Mini-test

2. Conditions: Lecture

3. GED standards

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Reading, Austin; Steck-Vaughn Co.,1991

LECTURE OUTLINE

A. Course Title: GED Reading B. Lecture Number 25

A. Poetry

1. Poetry
   a. Compressed and imaginative
   b. Implications
   c. Supporting details
   d. Rhythm
   e. Rhyme
   f. Supporting details

2. Figurative language
   a. Words or phrases that "paint a picture"
   b. Images
   c. Word pictures
   d. "Mute" scenes and objects

LESSON PLAN

A. Course Title: GED Reading B. Plan Number: 26

C. Topic: Poetry

D. Prerequisite: Figurative language

E. Purpose: Identify techniques (mood)

F. Performance Objective: To identify the mood of a poem and the technique used by the poet to create that mood.

1. Activity:
   a. Practice exercises 1-8, Unit 26 of text
   b. GED Mini-test

2. Conditions: Lecture

3. GED standards

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Reading, Austin; Steck-Vaughn Co.,1991

LECTURE OUTLINE

A. Course Title: GED Reading B. Lecture Number 26

A. Poetry

1. Mood
   a. Emotion
      1. Imagery
      2. Rhythm
      3. Word sounds
      4. Descriptive words

2. Feeling

LESSON PLAN

A. Course Title: GED Reading B. Plan Number: 27

C. Topic: Drama

D. Prerequisite: Mood

E. Purpose: Identify techniques (characterization)

F. Performance Objective: To recognize the ways in which we learn about characters and draw conclusions about them.

1. Activity:
   a. Practice exercises 1-4, Unit 27 of text
   b. GED Mini-test

2. Conditions: Lecture

3. GED standards

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Reading, Austin; Steck-Vaughn Co.,1991

LECTURE OUTLINE

A. Course Title: GED Reading B. Lecture Number 27

A. Drama

1. Characterization
   a. Appearance
   b. Gestures
   c. Actions and words
   d. Stage directions

2. Directly

3. Indirectly

LESSON PLAN

A. Course Title: GED Reading B. Plan Number: 28

C. Topic: Drama

D. Prerequisite: Characterization

E. Purpose: Identify effects of technique (mood shift)

F. Performance Objective: To identify the shifting mood of a play and recognize the means by which mood is conveyed.

1. Activity:
   a. Practice exercises 1-6, Unit 28 of text
   b. GED Mini-test
   c. Review classical literature

2. Conditions: Lecture

3. GED standards

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Reading, Austin; Steck-Vaughn Co.,1991

LECTURE OUTLINE

A. Course Title: GED Reading B. Lecture Number 28

A. Identify Effects of Techniques (mood shift)
   1. Mood
      a. Comedy
      b. Tragedy

   2. Shifting moods
      a. Lighting, sets, sound effects and costumes
      b. Stage direction
      c. The characters
      d. Descriptive details

LESSON PLAN

A. Course Title: GED Reading B. Plan Number: 29

C. Topic: Overview commentary

D. Prerequisite: Effects of techniques

E. Purpose: Understanding a consequence

F. Performance Objective: To identify cause and effect to find a consequence.

1. Activity:
   a. Practice exercises 1-6, Unit 29 of text
   b. GED Mini-test
2. Conditions: Lecture
3. GED standards

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Reading, Austin; Steck-Vaughn Co.,1991

LECTURE OUTLINE

A. Course Title: GED Reading B. Lecture Number 29

A. Overview Commentary

1. Terms and definitions
   a. Consequence
   b. Tone
   c. Implication
   d. Point of view
   e. Fact
   f. Opinion
   g. Causes and effect
   h. Review or criticism

2. Consequences
   a. What has happened?
   b. What is the outcome or effect?

LESSON PLAN

A. Course Title: GED Reading B. Plan Number: 30

C. Topic: Poetry and Drama

D. Prerequisite: Overview commentary

E. Purpose: Identify techniques (tone)

F. Performance Objective: To identify an author's attitudes both stated and implied.

1. Activity:
   a. Practice exercises 1-8, Unit 30 of text
   b. GED Mini-test
2. Conditions: Lecture
3. GED standards

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Reading, Austin; Steck-Vaughn Co.,1991

LECTURE OUTLINE

A. Course Title: GED Reading B. Lecture Number 30

A. Identify Techniques (Tone)

1. Meaning
2. Underlying emotion
3. Choice of words
4. Choice of details
5. What does the critic feel?
6. What do you feel?

LESSON PLAN

A. Course Title: GED Reading B. Plan Number: 31

C. Topic: Commentary television

D. Prerequisite: Poetry and Drama

E. Purpose: Draw conclusions

F. Performance Objective: To make judgments about given facts using details, prior knowledge and reasoning skills.

1. Activity:
   a. Practice exercises 1-8, Unit 31 of text
   b. GED Mini-test
2. Conditions: Lecture
3. GED standards

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Reading, Austin; Steck-Vaughn Co.,1991

LECTURE OUTLINE

A. Course Title: GED Reading B. Lecture Number 31

A. Commentary Television

1. Conclusion at the beginning
   a. Judgement
      1. Implied
      2. How conclusion was reached

2. Conclusion at the end
   a. Summarizing statement
      1. Evidence
      2. Relationship of facts

LESSON PLAN

A. Course Title: GED Reading B. Plan Number: 32

C. Topic: Commentary film

D. Prerequisite: Commentary television

E. Purpose: Identify an implication

F. Performance Objective: To identify assumptions, facts or statements that are taken for granted, and that the author takes for granted.

1. Activity:
   a. Practice exercises 1-7, Unit 32 of text
   b. GED Mini-test
2. Conditions: Lecture
3. GED standards

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	GED Reading Steck-Vaughn

LECTURE OUTLINE

A. Course Title: GED Reading B. Lecture Number 32

A. Commentary Film

1. Criticism

2. Implications
   a. Reading between the lines
   b. Not proven
   c. Rely on general knowledge
   d. Rely on common sense and judgment

LESSON PLAN

A. Course Title: GED Reading B. Plan Number: 33

C. Topic: Commentary music

D. Prerequisite: Commentary film

E. Purpose: Identify techniques

F. Performance Objective: To identify and distinguish whose thoughts and feelings are being revealed.

1. Activity:
   a. Practice exercises 1-6, Unit 33 of text
   b. GED Mini-test
2. Conditions: Lecture
3. GED standards

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Reading, Austin; Steck-Vaughn Co.,1991

LECTURE OUTLINE

A. Course Title: GED Reading B. Lecture Number 33

A. Commentary Music-Identify Techniques (point of view)

1. View point is the authors
2. May be seen through the eyes of a character
3. Shocking or repelling reader

LESSON PLAN

A. Course Title: GED Reading B. Plan Number: 34

C. Topic: Commentary dance

D. Prerequisite: Commentary music

E. Purpose: Distinguishing fact from opinion

F. Performance Objective: To determine which statements can be proven.

1. Activity:
   a. Practice exercises 1-8, Unit 34 in text
   b. GED Mini-test

2. Conditions: Lecture

3. GED standards

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Reading, Austin; Steck-Vaughn Co.,1991

LECTURE OUTLINE

A. Course Title: GED Reading B. Lecture Number 34

A. Commentary Dance

1. Distinguish fact from opinion

2. Points to remember
   a. Facts can be proven true or false
   b. Opinions cannot be established as true or false
   c. Be aware of key words
      1. "In my opinion"
      2. "I thought"
      3. "It seems"
   d. Separate the facts from the reviewers opinion

A. Course Title: GED Reading B. Plan Number: 35

C. Topic: Commentary art

D. Prerequisite: Commentary dance

E. Purpose: Identify cause and effect relationships

F. Performance Objective: To understand cause and effect relationships.

1. Activity:
   a. Practice exercises 1-8, unit 35 of text
   b. GED Mini-test
   c. Review commentary
   d. Post test literature

2. Conditions: Lecture

3. GED standards

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Reading, Austin; Steck-Vaughn Co.,1991

LECTURE OUTLINE

A. Course Title: GED Reading B. Lecture Number: 35

A. Commentary Art

1. Cause
   a. What makes a thing happen?

2. Effect
   a. What happens as a result?

3. Clue words
   a. Because
   b. Since
   c. Consequently
   d. Therefore
   e. As a result

G.E.D. CURRICULUM
MATHEMATICS

PUEBLO COMMUNITY COLLEGE
M. D. VICE

COURSE SYLLABUS

1. TITLE OF COURSE: GED Mathematics
   PREFIX/NUMBER:

2. PREREQUISITES: None

3. RESOURCES NEEDED: Steck-Vaughn, GED Mathematics, Austin; Steck-Vaughn Co., 1991 TEXT:

   SUPPLIES:

4. COURSE GOAL:

5. COURSE OBJECTIVES:

MATHEMATICS

GOAL:

The Student will develop and demonstrate an understanding of the fundamental principles of mathematics as well as a proficiency in applying mathematical theory.

OBJECTIVES AND METHODS:

Each student will be given a diagnostic test to determine his/her strengths and weaknesses in each content area of the mathematic curriculum.

The student will demonstrate his/her knowledge and ability in each area of mathematics by passing a proficiency test with 80 percent accuracy or above on either an instructor-developed assessment or a standardized test.

1. ARITHMETIC

The student will demonstrate a proficiency in each of the following areas by passing each practice exercise with at least 80 percent accuracy.

a. Whole number operations
b. Reading and writing large numbers
c. Applying place value, expanded notation, and positional notation in base 10
d. Addition, subtraction, multiplication, and division in horizontal and vertical position
e. Addition, subtraction, multiplication, and division horizontal and vertical position
f. Solving problems
g. Determine averages

Fractions

a. Terminology and different types
b. Reducing
c. Raising to higher terms
d. Change to improper, mixed, or whole numbers
e. Addition/subtraction with like or unlike denominators
f. Multiplication /division
g. Comparison of fractions
h. Ratios, ordered pairs, and proportions
i. Solving word problems

Decimals
a. Reading, writing, rounding, comparing, and rewriting, decimals
b. Changing decimals to fractions and fractions to decimals
c. Addition/subtraction in both horizontal and vertical positions
d. Multiplication and placement of decimal point
e. Division by decimal and whole number and the proper placement of the decimal point
f. Multiplication/division by powers of 10
g. Solving word problems

Percents
a. Understanding the meaning of percent
b. Changing percent to decimals or fractions
c. Determine the percent of a number
d. Determine the number when the percent is given
e. Finding percent over 100 percent
f. Determine percent increase or decrease
g. Solving word problems

Graphs
a. Circle
b. Bar
c. Line
d. Pressure

2. ALGEBRA

The student will develop basic algebra skills while setting up and solving equations, understanding inequalities, and linear function will be studied.

The student will demonstrate a proficiency in each of the following concept areas by passing each practice exercise with at least 80 percent accuracy.

Algebraic Equations
a. Terminology and symbols
b. Solving linear equations
c. Application of rules for parentheses
d. Solving literal equations

Verbal Problems
a. Key works and phrases
b. Guideline for solving verbal problems
c. Solving verbal problems

Monomials and Polynomials
a. Addition/subtraction
b. Multiplication/division

Coordinate system
a. Location of ordered pairs
b. Slope

3. GEOMETRY

The student will develop basic element of geometry where formulas are provided and the application of basic concepts is important. The student will demonstrate proficiency in each of the following areas by passing each practice exercise with at least 80 percent accuracy.

a. Points and lines
b. Angles
c. Triangles
d. Properties of polygons
    1. Computation of perimeter
    2. Computation of area
    3. General properties
e. Circles
    1. Terminology
    2. Computation of circumference
    3. Computation of area
    4. Volume
f. Similar figures and proportions
g. Congruence

MATERIALS

Steck-Vaughn GED Comprehensive Review Book
Steck-Vaughn GED Exercise Book
Steck-Vaughn Mathematics Book 5
Contemporary Mathematic Series Books 1-6

All Material may not be used exclusively. Available material will facilitate selecting alternative which best suit the learner.

LESSON PLAN

A. Course Title: GED Math B. Plan Number 1

B. Topic: Number Values and Facts

C. Prerequisite: None

D. Purpose: Place Values

E. Performance Objective: To demonstrate a basic understanding of place values. To write, compare, and order numbers.

1. Activity:
   a. Practice exercises 1-29 values, write, compare, and order, Unit 1
   b. Practice exercises 1-8 Solving word problems, Unit 1

2. Conditions: Classroom

3. Standards: GED Standard

F. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Mathematics, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Math B. Lecture Number: 1

A. Arithmetic

1. Terms and definitions
   a. Place value
   b. Fraction
   c. Decimal
   d. Percent
   e. Ratio
   f. Probability
   g. Perimeter
   h. Area
   i. Circumference

2. Number Values and Facts
   a. Place Value
      1. Ones
      2. Tens
      3. Hundreds, etc.

3. Reading and Writing Whole Numbers
   a. Expressed in words
   b. Read from left to right

4. Comparing Numbers
   a. = equals
   b. > greater than
   c. < less than

5. Rounding
   a. When exact numbers not needed
   b. Rounding up
   c. Rounding down

6. Solving word Problems
   a. What are you trying to find out
   b. Which function is used
      1. Add
      2. Divide
      3. Multiply
      4. Subtract

LESSON PLAN

A. Course Title: GED Math B. Plan Number: 2

B. Topic: Whole number operations

C. Prerequisite: Number values and facts

D. Purpose: To do four basic operations accurately

E. Performance Objective: To demonstrate accurate computations in addition, subtraction, division and multiplication.

1. Activity: a. Practice exercises 1-36, Unit 2
   b. Practice exercises 1-8, solving word problems, Unit 2

2. Conditions: Classroom

3. Standards: GED Standard

F. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Mathematics, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Math B. Lecture Number: 2

I. Whole Number Operations

A. Addition
   1. To combine quantities
   2. To find a total
   3. Align place values
   4. Work right to left

B. Subtraction
   1. Find differences between numbers
   2. Lower number below higher number
   3. Work to left
   4. Borrow

C. Multiplication
   1. Add some number repeatedly
   2. Work from right
   3. Line results under digits
   4. Add results of each multiplication

D. Division
   1. How many times one number goes into another
   2. Remainders

E. Solving Word problems
   1. Read
   2. Plan
   3. Solve
   4. Check

LESSON PLAN

A. Course Title: GED Math B. Plan Number 3

B. Topic: Word problems

C. Prerequisite: Whole numbers

D. Purpose: Steps to solving word problems

E. Performance Objective: To develop analysis skills to solve word problems

1. Activity: Practice exercises 1-28 Unit 3

2. Conditions: Classroom

3. Standards: GED Standards

F. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn; GED Mathematics,Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Math B. Lecture Number: 3

I. Steps To Solving Word Problems
   - A. Estimation
     1. Approximate solution
     2. Exact solution not required
   - B. Identifying necessary information
     1. Information not available
     2. Information not necessary
     3. Analyze situation

LESSON PLAN

A. Course Title: GED Math B. Plan Number 4

B. Topic: Solving word problems

C. Prerequisite: Word problems

D. Purpose Organizational skills

E. Performance Objective: Develop organizational skills in solving word problems

1. Activity: a. Exercises 1-24, Unit 4
   b. GED mini-test
   c. word problems extra practice 1-4

2. Conditions: Classroom

3. Standards: GED Standards

F. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Mathematics, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Math B. Lecture Number: 4

I. Steps for Solving Word Problems

A. Multi-Step Problems
   1. More than one calculation
   2. Identify each step
      a. Multiply
      b. Divide
      c. Subtract
      d. Add

B. Organizing Information
   1. What information is needed?
   2. Tables and charts

LESSON PLAN

A. Course Title: GED Math B. Plan Number: 5

B. Topic: Fractions

C. Prerequisite: Solving word problems

D. Purpose: Introduction

E. Performance Objective: To understand basic facts about fractions

1. Activity: Practice exercises 1-8, Unit 5
2. Conditions: Classroom
3. Standards: GED Standards

F. _____
(Equipment, Materials, Resources Requires)

Quantity	Item
	Steck-Vaughn, GED Mathematics, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Math B. Lecture Number: 5

I. Introduction to Fractions

A. Facts about Fractions
   1. Numerator
   2. Denominator
   3. Terms of fraction

B. Proper fraction
   1. quantity less than 1
   2. Numbers is less than the denominator

C. Improper Fraction
   1. Equal to or greater than one
   2. Numerator is equal to or greater than the Denominator

D. Mixed Numbers
   1. Greater than one
   2. Whole number And proper fraction

E. Changing Improper Fractions And Mixed Numbers
   1. Improper fraction
      a. Mixed number
      b. Whole number

   2. Mixed Numbers
      a. Improper fraction
      b. The whole numbers is added to the fraction part of the mixed number.

F. Strategies for Solving Word Problems
   1. Same operations as whole numbers
   2. Add
   3. Subtract
   4. Multiply
   5. Divide

LESSON PLAN

A. Course Title: GED Math B. Plan Number 6

B. Topic: Comparing fractions

C. Prerequisite: Introduction to fractions

D. Purpose Determine value of fractions

E. Performance Objective: Student will apply methods to determine value of fraction

1. Activity: Practice exercises 1-6, Unit 6

2. Conditions: Classroom

3. Standards: GED Standards

F. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Mathematics, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Math B. Lecture Number: 6

I. Comparing Fractions
   A. Equal Fractions
      1. Different fractions same value
      2. Cross multiply

   B. Reducing Fractions
      1. Smaller number and denominator
      2. Lowest terms

   C. Building Equal Fractions
      1. Build or raise by multiplying numerator and denominator the same number
      2. Find an equal fraction with a given denominator

   D. Comparing Fractions
      1. Common denominator
      2. Unlike fractions
      3. Like fractions
      4. Least common denominator

   E. Solving Word Problems
      1. Estimating
      2. If the fraction is less than 1/2, the whole number stays the same.
      3. If the fraction is 1/2 or greater, add one to the whole number.

LESSON PLAN

A. Course Title: GED Math B. Plan Number: 7

B. Topic: Fractions

C. Prerequisite: Comparing fractions

D. Purpose: Adding and Subtracting Fractions

E. Performance Objective: Student should be able to add and subtract fractions.

1. Activity: a. Practice exercises 1-24, Unit 7
   b. Practice exercises 1-6, Solving Word Problems

2. Conditions: Classroom

3. Standards: GED Standards

F. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Mathematics, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Math B. Lecture Number: 7

I. Adding and Subtracting Fractions
   A. Like Fractions
      1. Same or common denominator
      2. Add or subtract numerator

   B. Unlike Fractions
      1. Find least common denominator and make like fraction
      2. Add or subtract the like fractions
      3. Reduce answer if necessary

   C. Adding and Subtracting Mixed Numbers
      1. write the fraction with common denominators
      2. Add or subtract the fractions, then add or subtract the whole numbers
      3. If the sum of the fraction is improper, change it to a mixed number and combine it with the whole number.
      4. Reduce to lowest terms if necessary

   D. Strategies for Solving Word Problems
      1. Read
      2. Plan
      3. Do
      4. Check

LESSON PLAN

A. Course Title: GED Math B. Plan Number: 8

B. Topic: Fractions

C. Prerequisite: Adding and Subtracting

D. Purpose: Multiplying and Dividing

E. Performance Objective: Student should be able to demonstrate the ability to multiply and divide fractions.

1. Activity: a. Practice exercises 1-32, Unit 8
   b. Practice Exercises 1-6, Solving Word Problems Unit 8
   c. GED Mini-test

2. Conditions: Classroom

3. Standards: GED Standards

F. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Mathematics, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Math B. Lecture Number: 8

I. Multiplying and Dividing Fractions

A. Multiplying
1. Change a mixed number to an improper fraction. Write a whole number as a fraction with a denominator of 1
2. Multiply the numerators
3. Multiply the denominators
4. Reduce the fraction to lowest terms. Write improper fractions as mixed numbers

B. Dividing Fractions
1. Change any mixed number to improper fractions. Write a whole number as a fraction with a denominator of 1.
2. Invert the divisor and multiply
3. Complete the problem as any multiplication problem and reduce to lowest terms.

LESSON PLAN

A. Course Title: GED Math B. Plan Number: 9

B. Topic: Decimals

C. Prerequisite: Fractions

D. Purpose: Place values, comparing and rounding

E. Performance Objective: Student should be able to perform mathematical functions using decimals

1. Activity: a. Exercises 1-34, Unit 9

b. Exercises 1-5, Word Problems

2. Conditions: Classroom

3. Standards: GED Standards

F. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Mathematics, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Math B. Lecture Number: 9

I. Decimals

A. Place Values, Comparing and Rounding
   1. Express fractions with decimal numbers
   2. Parts of a whole
   3. Decimal places

B. Reading Decimals
   1. Read the whole number part
   2. "And" indicated the decimal point
   3. Read the digits to the right of the decimal point as a whole number
   4. Say the place name of the last digit on the right

C. Comparing and Ordering Decimals
   1. Compare decimals as whole numbers
   2. Use zeros to the right of the decimal with fewer digits so the numbers have the same number of decimal places
   3. Always compare the whole numbers first

D. Rounding
   1. Use same rules as whole numbers
   2. Round when exact amounts are needed

E. Solving Word Problems
   1. Use estimations with money
      a. Find approximate amount
      b. Round to nearest dollar

   2. Round when exact amounts are needed

LESSON PLAN

A. Course Title: GED Math B. Plan Number: 10

B. Topic: Decimals

C. Prerequisite: Place values, comparing and rounding

D. Purpose: Decimal operations

E. Performance Objective: Students should be able to apply rules for decimal operations.

1. Activity: a. Exercises 1-30, Unit 10
   b. Exercises 1-6, word problems, Unit 10

2. Conditions: Classroom

3. Standards: GED Standards

F. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Mathematics, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Math B. Lecture Number: 10

I. Decimal Operations

A. Adding and Subtracting Decimals
1. Align decimal points
2. Zeros to right of last digit
3. Number without decimal point is understood to have one to the right of the ones place
4. Add or subtract as you would with whole numbers
5. Line up the decimal point in the answer with the decimal points in the problem

B. Multiplying Decimals
1. Multiply as you would with whole numbers. Ignore decimal points until finished
2. Count the decimal places in the original problem to find out how many places are needed in the answer
3. Count decimal points from the right and place in the answer

C. Dividing Decimals
1. Place the decimal point in the answer directly above the decimal point in the problem
2. Divide as you would with whole numbers
3. When a problem shows a remainder, write a zero to the right of the number you are dividing and continue until you reach the needed place value. Carry out division one place to the right of the desired place value, then round.

D. Multiplying and Dividing by Powers of Ten
1. Count the number of zeros in the power of ten
2. Multiply by moving the decimal point the same number of places to the right
3. divide by moving the decimal the same number of places to the left

E. Solving Multi-step Word Problems
1. Decide which operation is required (add, subtract, etc.)
   a. First do multiplication and division operations in order from left to right
   b. Then do the addition and subtraction operations in order from left to right
2. Order of Operation
   a. Do the operation in the parentheses first
   b. Do the division
   c. Then do the subtraction

LESSON PLAN

A. Course Title: GED Math B. Plan Number: 11

B. Topic: Decimals

C. Prerequisite: Decimal operations

D. Purpose: Decimals and Fractions

E. Performance Objective: Student should be able to convert fractions to decimals and decimals to fractions and apply to mathematical calculations.

1. Activity: a. Exercises 1-24, Unit 11
   b. Solving word problems 1-6, Unit 11
   c. GED mini-test

2. Conditions: Classroom

3. Standards: GED Standards

F. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Mathematics, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Math B. Lecture Number: 11

I. Decimals and Fractions
   - A. Changing Decimals to Fractions
     1. Write the number without the decimal point as the numerator of a fraction
     2. The denominator of the fraction is the place value of the decimal digit on the right
     3. Reduce the fraction to lowest terms
   - B. Changing fractions to decimals
     1. Divide the numerator by the denominator
     2. Set the decimal point in the problem
     3. Set decimal point in the answer directly above the decimal point in the problem
     4. Add zeros to make extra decimal places
     5. Divide
   - C. Working with Money
     1. A fraction expresses a part of one unit
     2. Unit price of an item often stated as a decimal

LESSON PLAN

A. Course Title: GED Math B. Plan Number: 12

B. Topic: Percent

C. Prerequisite: Decimals and Fractions

D. Purpose: To show parts of a whole

E. Performance Objective: Student will demonstrate the ability to show percents as parts of a whole.

1. Activity: Exercises 1-6 solving word problems, Unit 12

2. Conditions: Classroom

3. Standards: GED Standards

F. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Mathematics, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Math B. Lecture Number: 12

I. The Meaning of Percent
   - A. Percent
     1. Parts of a whole
     2. Whole divided into 100 parts
     3. Change percent to decimal or fraction
   - B. Changing a Percent to a Decimal
     1. Drop the percent sign
     2. Move decimal point two places to the left
     3. Write a zero as a place holder where needed
   - C. Changing a decimal to a percent
     1. Move decimal point two places to the right
     2. Omit decimal point at end of a whole number
     3. Zero place holder may be dropped
   - D. Changing a Fraction or Mixed Number to a Percent
     1. Fraction
        a. Multiply fraction by 100/1
        b. Reduce and divide as needed
        c. Write the percent sign
     2. Mixed Number
        a. Multiply the whole number by 100 and write the percent sign
        b. Change the fraction to a percent
        c. Add the two percents
   - E. Changing a Percent to a fraction or Mixed Number
     1. Drop the percent sign and write the number with a denominator of 100.
     2. reduce the fraction if necessary
   - F. Solving Word Problems
     1. Using mental math
        a. Memorize common percent/fraction equivalents
        b. Use either decimal or fraction
     2. Hints
        a. Fractions are easier to use when the percents has a fraction part (331/3).
        b. When the numerator of the fraction is greater than 1 (such as 3/4), use whichever method seems easier.

LESSON PLAN

A. Course Title: GED Math B. Plan Number: 13

B. Topic: Percent (Part 1)

C. Prerequisite: Parts of a whole

D. Purpose: Solving percent problems

E. Performance Objective: Student should be able to demonstrate the ability to do percent problems.

1. Activity: a. Exercises 1-44, Unit 13
   b. Exercises 1-6, Unit 13 Word Problems

2. Conditions: Classroom

3. Standards: GED Standards

F. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Mathematics, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Math B. Lecture Number: 13

I. Solving Percent Problems (Part I)
   - A. Three Basic Parts
     1. Base
     2. Part
     3. Rate
     4. Base x rate = part
     5. Rate always followed by % sign
   - B. Finding the part
     1. Whole amount
     2. Rate
        - a. Convert rate to decimal
        - b. Multiply
     3. part = Base x rate
   - C. Finding Percent of increase or decrease
     1. Subtract original amount from the new amount
     2. Divide the difference by the original amount
     3. Convert the decimal to a percent
   - D. Solving Word Problems
     1. Using mental math
     2. Move decimal point

LESSON PLAN

A. Course Title: GED Math B. Plan Number: 14

B. Topic: Percents (Part II)

C. Prerequisite: Percents Part I

D. Purpose: Finding the base

E. Performance Objective: Student should be able to compute the base and find the principal and interest.

1. Activity: a. Exercises 1-40, Unit 14
   b. Exercises 1-6, Word Problems
   c. GED mini-test
   d. Review arithmetic
2. Conditions: Classroom
3. Standards: GED Standards

F. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Mathematics, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: ~~GED~~ Math B. Lecture Number: 14

I. Solving Percent Problems (Part II)
   A. Finding the Base
      1. Part = number base
         Rate
      2. Part may be greater than base
   B. Solving Interest Problems
      1. Interest
         a. I = interest
         b. P = principal
         c. R = interest rate
         d. T = time of loan
      2. Simple Interest
         a. Write the rate as a decimal or a fraction
         b. Write the time in terms of years
         c. Multiply: principal x rate x time = interest
      3. Amount paid back
         a. Add principal and interest
         b. Interest = p x r x t
   C. Solving Word Problems
      1. Organize the information
      2. Decide information needed to solve problem
      3. Break problem down into steps

LESSON PLAN

A. Course Title: GED Math B. Plan Number: 15

B. Topic: Ratio and Proportion, Mean, Median, and Probability

C. Prerequisite: Arithmetic

D. Purpose: Comparison of numbers

E. Performance Objective: Student should be able to demonstrate ability to solve problems accurately using ratio, proportion, mean, median and probability.

1. Activity: a. Exercises 1-38, Unit 15
   b. Exercises 1-8, Unit 15, Word Problems

2. Conditions: Classroom

3. Standards: GED Standards

F. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Mathematics, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Math B. Lecture Number: 15

I. Ratio and Proportion, Mean, Median and Probability
   - A. Ratio
     1. Comparison of two numbers
     2. Two equal ratios
   - B. Proportion
     1. when two ratios are written as equal ratios
     2. ratios often used to express rate
   - C. Mean and Median
     1. Data
     2. Mean - average
     3. Median - middle number
     4. Range - highest to lowest
   - D. Probability
     1. Total number of possible results
     2. Number of favorable results
     3. To find the probability

        $$p = \frac{\text{number of favorable results}}{\text{total number of possible results}}$$

     4. Probability expressed three ways
        a. As a ratio
        b. As a fraction
        c. As a decimal
   - E. Solving Word Problems
     1. Use proportions to solve word problems
     2. Percents are ratios
     3. To find the missing number in the proportion, cross multiply and divide by the third number:

        $$\frac{\text{part}}{\text{base}} = \frac{\text{rate}}{100}$$

     4. To solve percent of increase or decrease problems, set up the proportion as follows:

        $$\frac{\text{difference between the amounts}}{\text{original amount}} = \frac{\text{rate}}{100}$$

LESSON PLAN

A. Course Title: GED Math B. Plan Number: 16

B. Topic: Measurement

C. Prerequisite: Ratio and Proportion

D. Purpose: Systems

E. Performance Objective: Student should be able to identify and use standard and metric measurements.

1. Activity: a. Exercises 1-26, Unit 16
   b. Exercises 1-6, word problems, Unit 16

2. Conditions: Classroom

3. Standards: GED Standards

F. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Mathematics, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Math B. Lecture Number: 16

I. Measurement Systems
   - A. The Standard System
     1. Used in United States
     2. Standard Measurement Chart
        - a. Length
        - b. Weight
        - c. Volume
        - d. Time
   - B. Converting Measurements
     1. What units
     2. Ratios
     3. Remainders
   - C. Operations with Measurements
     1. All measurements must be in the same units.
     2. Smaller units are fractions of larger units.
     3. You can multiply and divide measurements.
   - D. The Metric System
     1. Length - meter
     2. Weight or mass - gram
     3. Volume - liter
     4. Metric chart
   - E. Operations
     1. Metric system based on powers of ten
     2. Conversion chart
     3. Use as decimals
   - F. Solving Word Problems
     1. Use mental math
     2. Use rounding with decimals

LESSON PLAN

A. Course Title: GED Math B. Plan Number: 17

B. Topic: Perimeter, circumference and area

C. Prerequisite: Metric system

D. Purpose: Mathematical calculations

E. Performance Objective: Student should be able to perform mathematical calculations on perimeter, area, and circumference.

1. Activity: a. Exercises 1-26, Unit 17
   b. GED mini-test

2. Conditions: Classroom

3. Standards: GED Standards

F. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Mathematics, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Math B. Lecture Number: 17

I. Perimeter, Circumference, and Area
   - A. Perimeter
     1. Add the length of the sides
     2. Rectangle
        - a. Four square corners
        - b. P = Perimeter
        - c. P = 2L + 2W
     3. Square
        - a. Four equal sides
        - b. P = 4s
     4. Triangle
        - a. p = a + b + c
     5. Parallelograms
        - a. a = bh
        - b. Height
        - c. Base
     6. Circles
        - a. A = pi r squared
        - b. R = Radius
        - c. A = Area
   - B. Circumferences
     1. Diameter
     2. Radius
     3. $C = \pi d$ or $C = \pi r^2$
   - C. Area
     1. Measured in square units
     2. A = l x w

LESSON PLAN

A. Course Title: GED Math B. Plan Number: 18

B. Topic: Graphs, charts and tables

C. Prerequisite: Perimeter, circumference and area

D. Purpose: Graphs, Charts and Tables

E. Performance Objective: Student will apply the use of graphs, charts, and tables to organize information.

1. Activity: a. Practice exercises 1-16, Unit 18 of text
   b. Practice exercises 1-4, Word Problems

   GED Mini-test

   Review measurements

2. Conditions: Classroom

3. Standards: GED Standard

F. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Mathematics, Austin; Steck-Vaughn Co.,1991

LECTURE OUTLINE

A. Course Title: GED Math B. Lecture Number: 18

I. Graphs, Charts and Tables
   - A. Graphs
     1. Compare data
     2. Show change
     3. Make predictions
   - B. Parts of a Graph
     1. Title
     2. Axis lines and scales
        - a. Horizontal axis
        - b. Vertical axis
        - c. Key
   - C. Types of Graphs
     1. Circle
     2. Line
     3. Bar
   - D. Tables and Charts
     1. Group data in similar categories
     2. Tables show numbers
   - E. Solving Word Problems
     1. Organize information
     2. Make a table of possibilities

LESSON PLAN

A. Course Title: GED Math B. Plan Number: 19

B. Topic: Algebra

C. Prerequisite: Arithmetic

D. Purpose: Basic concepts of algebra

E. Performance Objective: Students will apply basic algebraic function to signed numbers and algebraic expression.

1. Activity: a. Practice exercises 1-50, Unit 19 of text
   b. Exercises 1-22, Unit 19, Algebraic expression

2. Conditions: Classroom

3. Standards: GED Standard

F. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Mathematics, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Math B. Lecture Number: 19

I. Algebra
   A. Terms and Definitions
      1. Variable
      2. Algebraic expression
      3. Equation
      4. Formula
      5. Solving an equation
      6. Inequality
      7. Powers
      8. Root
   B. Signed Numbers - Algebraic Expressions
      1. Integers
      2. Signed numbers
         a. Quantity
         b. Distance
         c. Direction
      3. Positive numbers
      4. Negative numbers
      5. Number line
   C. Addition
      1. To add two integers with like signs
         a. add the absolute value
         b. keep the same sign
      2. To add two integers with unlike signs
         a. Subtract the absolute value of the lesser integer from the absolute value of the greater
         b. Keep the sign of the integer with the greater absolute value
   D. Subtraction
      1. Change the subtraction operation to addition
      2. Change the sign of the number to be subtracted
      3. Complete the problem as addition
   E. Multiplication and Division of Integers
      1. If the signs are the same, the answer is positive.
      2. If the signs are different, the answer is negative.
      3. Positive numbers can be written without the plus sign.
      4. Negative numbers always use the minus sign.
   F. Order of Operations
      1. If there are parentheses, do all work in them first in order: multiply, divide, add, subtract.
      2. Then, multiply and divide in order from left to right through the expression.
      3. Add and subtract through the expression from left to right.

G. Algebraic Expression
   1. A group of numbers, operation signs, and variables
   2. Always contain variables
   3. Simplifying an expression
   4. Add and subtract like terms

LESSON PLAN

A. Course Title: GED Math B. Plan Number: 20

B. Topic: Equations

C. Prerequisite: Signed numbers

D. Purpose: To find a number that makes a true statement

E. Performance Objective: The student should be able to use equations to solve problems.

1. Activity: a. Practice exercises 1-42, Unit 20 of text
   b. Practice exercises solving word problems 1-14, Unit 20 of text

2. Conditions: Classroom

3. Standards: GED Standard

F. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Mathematics, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Math B. Lecture Number: 20

I. Equations
   - A. A Mathematical Statement That Two Quantities Are Equal
   - B. One-step Equations
     1. Isolating the variables
     2. Inverse
   - C. Two-step Equations
     1. Reverse normal order of operations.
     2. Perform the inverse operations for addition and subtraction first.
     3. Perform multiplication and division operations second.
   - D. Isolate the Variables on One Side of the Equation.
   - E. Multiply Each Number by the Multiplier to Remove Parentheses.
   - F. Use X to Represent the Unknown Number.
   - G. Combine Like Terms.
   - H. Solving Word Problems
     1. Identify the unknown amount, X.
     2. Label the other quantities in terms of X.
     3. Write the equation.
     4. Solve for X.
     5. Solve the problem.
     6. Check your answer.

LESSON PLAN

A. Course Title: GED Math B. Plan Number: 21

B. Topic: Special Topics

C. Prerequisite: Equations

D. Purpose: Factoring, graphs, and, slopes

E. Performance Objective: The student will apply concepts of algebra to solve problems with inequalities, factoring, and slopes.

1. Activity: a. Practice 1-24 Inequalities
   b. Practice 1-20 Factors
   c. Practice Exercise 1-21 Graphing

2. Conditions: Classroom

3. Standards: GED Standard

F. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Mathematics, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Math B. Lecture Number: 21

I. Special Topics
   - A. Solving Inequalities
     1. Two algebraic expressions are not equal
     2. Variables
     3. Graph the solution
   - B. Factoring
     1. An algebraic expression with two terms
        - a. Find a number and/or a variable that divides evenly into both terms
        - b. Divide to find the other factor
     2. To factor a quadratic expression with three terms
        - a. Find all possible factors of the whole number third term
        - b. Find the integer factors from step one that can be combined to make the number part of the middle term
        - c. Write the two factors with the variable as the first term in each factor
        - d. Check your work multiply both terms of the second factor by each term in the first factor
   - C. Graphs
     1. Coordinate system
     2. Grid
     3. X Axis
     4. Y Axis
     5. Origin
   - D. Graphing equations
     1. An equation with two variables
        - a. Choose any value for one variable and substitute it into the equation
        - b. Solve the equation for the other variables
        - c. Write the solution as an ordered pair (X,Y)
   - E. Slope
     1. Slope of a line
        - a. Choose any two points on the line
        - b. Use formula to find slope (M)

$$M = \frac{Y2 - Y1}{X2 - X1}$$

LESSON PLAN

A. Course Title: GED Math B. Plan Number: 22

B. Topic: Exponents and Roots

C. Prerequisite: Special Topics

D. Purpose: Algebraic Functions

E. Performance Objective: To demonstrate an understanding of exponents and roots

1. Activity:
   a. EXERCISE 1-57 unit 22 of text
   b. Solving word problems 1-6 unit 22 of text
   c. GED Mini-Test
   d. Review Algebra

2. Conditions: Classroom

3. Standards: GED

F. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Mathematics, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Math B. Lecture Number: 22

I. Exponents and Roots
   - A. Exponents
     1. Repeated multiplication
     2. Exponent is the same as the number of zeros
     3. Scientific notation
   - B. Square root
     1. A number multiplied by itself
     2. Estimation
   - C. Solving Word Problems
     1. Work backwards
     2. Equations
     3. Correlation chart

LESSON PLAN

A. Course Title: GED Math B. Plan Number: 23

B. Topic: Geometry

C. Prerequisite: Algebra

D. Purpose: Measurement of size and slopes

E. Performance Objective: Student will learn to use geometric formulas for problem solving.

1. Activity: a. Practice exercises 1-19 Unit 23 of text
   b. Practice exercises 1-6 Unit 23 solving word problems

2. Conditions: Classroom

3. Standards: GED Standard

F. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Mathematics, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Math B. Lecture Number: 23

I. Geometry
  A. Terms and Definitions
    1. Line segment
    2. ARL
    3. Angle
    4. Right angle
    5. Dimension
    6. Plane
    7. Geometry
    8. Triangle
    9. Scale
    10. Pythagorean theorem
  B. Volume
    1. Perimeter
      a. measure of distance around the edge of any flat object or figure
    2. Circumference
      a. The perimeter of a circle
      b. $C = \pi d$
    3. Area
      a. The measure of a flat object or figure
    4. Volume
      a. The measure of the inside space of a three-dimensional object
      b. Rectangular solid
        1. Cube
        2. Cylinder
      c. Formula Rectangular solid
        1. $V = A \cdot h$
      d. Cube
        1. $V = A \cdot h$
      e. Cylinder
        1. $V = \pi \cdot r^2 \cdot h$
      f. Pyramid
        1. $V = 1/3 \cdot A \cdot h$
      g. Cone
        1. $V = 1/3 \cdot r^2 \cdot h$
        2. $V = 1/3\ \pi \cdot r^2 \cdot h$
  C. Solving Word Problems
    1. Converting measurements
      a. Avoid fractions
      b. Use ratios
    2. Formula for a rectangular solid
      a. $V = lwh$
      b. Convert measurements to the same unit of measure

LESSON PLAN

A. Course Title: GED Math B. Plan Number: 24

B. Topic: Geometry

C. Prerequisite: Volume

D. Purpose: Angles

E. Performance Objective: Student will learn to use angles in problem solving.

1. Activity: a. Practice exercises 1-36 unit 24 of text
   b. Practice exercises 16- solving word problems

2. Conditions: Classroom

3. Standards: GED Standards

F. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Mathematics, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Math B. Lecture Number: 24

I. Angles
   A. Space between a pair of connected lines
      1. Angle
      2. Rays
      3. Obtuse
      4. Straight
   B. Reflex
   C. Congruent angles
      1. Has equal measures
      2. Opposite angles are congruent
   D. Intersect
      1. Vertical angles
      2. Perpendicular
   E. Adjacent Angles
      1. Common vertex
      2. Common ray
   F. Non-adjacent Angles
   G. Parallel
      1. Two lines
      2. On the same plane
   H. Transverse
      1. Line crosses two or more parallel lines
      2. Pairs of angles
   I. Corresponding Angles
      1. On same site of a transversa
      2. Either below or above the two parallel lines
J. Alternate
      1. Exterior
      2. Interior
K. Complementary Angles sum of their measures = 90°
L. Supplementary Angles sum of the measures = 180°
M. Solving Word problems
   1. Draw shape indicated in problem
   2. Write information on problem in the correct place
   3. Perform operations to convert information to a usable form
   4. Identify what you are being asked to find
   5. Solve the problem

LESSON PLAN

A. Course Title: GED Math B. Plan Number: 25

B. Topic: Geometry

C. Prerequisite: Angles

D. Purpose: Triangles and quadrilaterals

E. Performance Objective: Student will be able to identify and define and quadrilaterals.

1. Activity: a. Practice exercises 1-27, Unit 25
   b. Practice exercises 1-6, solving word problems

2. Conditions: Classroom

3. Standards: GED Standard

F. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Mathematics, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Math B. Lecture Number: 25

I. Triangles and quadrilaterals
   - A. Triangles
     1. A geometric figure with three sides
     2. Triangle identification
        - a. Length of sides
        - b. Measure of angles
     3. Types of triangles by sides
        - a. Equilateral
        - b. Isosceles
        - c. Scalene
     4. Types of triangles by angle
        - a. Right
        - b. Acute
        - c. Obtuse
   - B. Quadrilaterals
     1. Any geometric figure with four sides
        - a. Parallelogram
        - b. Rectangle
        - c. Rhombus
        - d. Trapezoid
   - C. Solving Word Problems
     1. Use logical reasoning
     2. Assumptions

LESSON PLAN

A. Course number: GED Math B. Plan Number 26

B. Topic: Geometry

C. Prerequisite: Triangles and quadrilaterals

D. Purpose: Congruence and similarity

E. Performance Objective: The student should be able to identify and define similar and congruent figures.

1. Activity: a. Practice exercises 1-37, Unit 26
   b. Solving word problems 1-6, Unit 26

2. Conditions: Classroom

3. Standards: GED Standards

F. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Mathematics, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Math B. Lecture 26

I. Congruence and Similarity
   A. Congruence
      1. Same shape and sire
      2. Congruent triangles
         a. Corresponding vertices
         b. Corresponding sides
         c. Corresponding angles
   B. Similarity
      1. Triangles are similar if the corresponding angles have equal measure
      2. Corresponding sides are in proportion

   C. Solving Word Problems
      1. Use proportion to solve indirect measurement problems
      2. Scale drawings

LESSON PLAN

A. Course number: GED Math B. Plan Number 27

B. Topic: Geometry

C. Prerequisite: Congruence and similarity

D. Purpose: Pythagorean relationships

E. Performance Objective: The student should be able to solve problems using the pythagorean theorem.

1. Activity:
   a. Practice exercises 1-18, unit 27
   b. Practice exercises 1-8, word problems, Unit 27
   c. GED Mini-test
   d. Review geometry

2. Conditions: Classroom

3. Standards: GED Standards

F. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Mathematics, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Math B. Lecture Number: 27

I. Pythagorean Relationships
   A. Theorem
      1. $c^2 = a_2 + b_2$
      2. Hypotenuse
      3. Legs
B. Solving Word Problems
   1. Use mental math
   2. Squares and roots

G.E.D. CURRICULUM
SCIENCE

PUEBLO COMMUNITY COLLEGE
M. D. VICE

1. TITLE OF COURSE: GED Science Steck-Vaughn
   PREFIX/NUMBER:

2. PREREQUISITES: _____

3. RESOURCES NEEDED: GED Science
   TEXT: Steck-Vaughn
   SUPPLIES:

4. COURSE GOAL: The student will develop and demonstrate an understanding of ideas related to significant scientific themes.

SCIENCE

GOAL:

The student will develop and demonstrate an understanding of ideas related to significant scientific themes.

OBJECTIVES AND METHODS

Each student will be given a diagnostic test to determine his/her strengths and weaknesses in each area of the Science curriculum.

The student will demonstrate his/her knowledge and ability in each area of science by passing a proficiency test with 80 percent accuracy or above on either an instructor-developed assessment or a standardized test.

A. Life Science

The student will develop skills of interpretation and comprehension in the area of life science, concentrating on the study of living things and their environment.

The student will demonstrate proficiency in each of the following areas by passing each practice exercises with at least 80 percent accuracy:

1. The plant kingdom
2. The animal kingdom
3. The human body
4. Health

B. Earth Science

The student will develop skills of interpretation and comprehension in the area of earth science where the Earth as a physical entity is studied.

The student will demonstrate proficiency in each of the following areas by passing each practice exercise with at least 80 percent accuracy:

1. Earth history
2. Graphs
3. Atmospheric principles
4. Oceanography
5. Solar system

C. Physics

The student will develop skills of interpretation and comprehension in the area of physics. This will include the study of matter and energy, as to why things happen and how they work.

The student will demonstrate proficiency in each of the following areas by passing each practice exercise with at least 80 percent accuracy:

1. Machines
2. Heat
3. Sound
4. Light
5. Electricity
6. Magnetism
7. Nuclear physics

D. Chemistry

The student will develop skills of interpretation and comprehension in the area of chemistry where matter and changes in matter are studied.

The student will demonstrate proficiency in each of the following areas by passing each practice exercise with at least 80 percent accuracy:

1. Atoms and molecules
2. The elements

Materials:

Steck-Vaughn GED Comprehensive Review Book
Steck-Vaughn Basic Science for Living, Vol. 1 & 2
Steck-Vaughn GED Exercise Book
Steck-Vaughn Science, Book 3
Cambridge Physical Sciences
Cambridge Life Science
Cambridge Earth Science

All materials may not be used exclusive. Available materials will facilitate selection alternatives which best suit the student.

EVALUATION PROCEDURES

Steck-Vaughn Pre-test
Steck-Vaughn Post-test

The student will develop and demonstrate the use of science skills by taking and passing instructor-developed performance assessments and obtaining a minimum score of 45 on the GED Predictive Test.

The student will complete and successfully pass the science section of the GED Test with a minimum score of 35 and an overall average of 45 on the entire battery of five tests, as required by the Colorado Department of

LESSON PLAN

A. Course Title: GED Science B. Plan Number: 1

C. Topic: Cell

D. Prerequisite: None

E. Purpose: The biology of cells

F. Performance Objective: At the completion of this unit the student should have a basic understanding of the structure of a cell.

1. Activity
   a. Complete and answer questions on practicing comprehension
   b. Complete exercises on the biology of a cell
   c. The student will do the review lesson cell division

2. Classroom conditions

3. Standard GED Mini-test

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Science, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Science B. Lecture Number: 1

A. Science

1. Life Science
   a. Organism
   b. Environment
   c. Hereditary
   d. Photosynthesis
   e. Respiration
   f. Biosphere
   g. Species
   h. Organ system
   i. Infections
   j. Offspring
   k. Genetics
   l. Ecosystem

2. Comprehension Skills: Identifying the Main Idea
   a. Single topic
   b. Topic sentence
   c. Supporting details
   d. Reflex

3. The biology of cells
   a. Cells
   b. Cytoplasm
   c. Nucleus
      1. Nucleolus
      2. Chromatin
      3. Nuclear membrane

4. Organelles
   a. Mitochondria
   b. Endoplasmic reticulum
   c. Resources
   d. Vacuoles

5. Cell Division or Mitosis
   a. Parent cells
   b. Phases of cell division
      1. Interphase
      2. Prophase
      3. Metaphase
      4. Anaphase
      5. Telophase
      6. Chromosomes
      7. Spindle

6. The Animal Kingdom
    a. Chordata
    b. Mollusca
    c. Arthropoda
    d. Annelid
    e. Coelenterata

LESSON PLAN

A. Course Title: GED Science B. Plan Number: 2

C. Topic: Photosynthesis

D. Prerequisite: The cell

E. Purpose: Food production restating information

F. Performance Objective: At the completion of this unit, the student should understand the process of plant food production by photosynthesis.

1. Activity
   a. The student will identify conditions contributing to malnutrition.
   b. The student will complete exercises on photosynthesis.
   c. The student will complete exercises on respiration.

2. Classroom conditions

3. Standard GED Mini-test

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Science, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Science B. Lecture Number: 2

A. Photosynthesis

1. Process
   a. Light energy
   b. Chemical energy
   c. Chlorophyll

2. Dark reactions
   a. Hydrogen
   b. Carbon dioxide

3. Production of food
   a. Oxygen
   b. Hydrogen
   c. Sugar

LESSON PLAN

A. Course Title: GED Science B. Plan Number: 3

C. Topic: Evolution

D. Prerequisite: None

E. Purpose: Theory cause and effect

F. Performance Objective: The student should be able to understand the concept of evolution from a common ancestor.

1. Activity
   a. The student will complete exercises on similarities of structure.
   b. The student will complete exercises on natural selection.

2. Classroom conditions

3. Standard GED Mini-test

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Science, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: Evolution B. Lecture Number: 3

A. Analysis Skills: Cause and Effect

1. Evolution
   a. Homologous structures
   b. Embryonic similarities
   c. Natural selection
      1. Over production
      2. Competition
      3. Variation
      4. Survival
      5. Reproduction

LESSON PLAN

A. Course Title: GED Science B. Plan Number: 4

C. Topic: Plant Growth

D. Prerequisite: None

E. Purpose: Understanding plant structures and identifying implications

F. Performance Objective: At the completion of this unit the student should understand structure and growth of various types of plants.

1. Activity
   a. The student will complete exercises on plant structure.
   b. The student will complete exercises on the taxonomy of organisms.

2. Classroom conditions

3. Standard GED Mini-test

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Science, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Science B. Lecture Number: 4

A. Comprehension Skill: Restating Information

1. Paraphrasing
   a. Photosynthesis
   b. By product
   c. Chlorophyll

2. Respiration
   a. Direct
   b. Indirect
   c. External
   d. Internal
   e. Trachea
   f. Bronchi
   g. Bronchiolus
   h. Alveoli
   i. Capillaries

3. The Nitrogen Cycle

4. The Carbon-Oxygen Cycle
   a. Respiration
   b. Photosynthesis

LESSON PLAN

A. Course Title: GED Science B. Plan Number: 5

C. Topic: The human digestive and circulatory system

D. Prerequisite: Previous units

E. Purpose: To understand the digestive and circulatory system

F. Performance Objective: At the completion of this unit, the student should understand the function of the organs in the digestive system.

1. Activity
   a. Practicing analysis
   b. Complete exercises on the digestive system
   c. Complete exercises on the circulatory system

2. Classroom conditions

3. Standard GED Science

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Science, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Science B. Lecture Number: 5

A. Comprehension Skills: Identifying Implications

1. Plant Growth

2. Cambium

3. Taxonomy
   a. Kingdoms
   b. Monera
   c. Protista
   d. Plantar
   e. Animalia

4. Absorption of Water
   a. Xylem
   b. Phloem

5. Bark

6. Seed Plants
   a. Gymno sperms
   b. Angio sperms
      1. Monocotyledons
      2. Dicotyledons

LESSON PLAN

A. Course Title: GED Science B. Plan Number: 6

C. Topic: Disease

D. Prerequisite: Systems

E. Purpose: The spread of disease fact or opinion

F. Performance Objective: At the completion of this unit, the student should understand the causes of infectious diseases.

1. Activity
   a. Complete exercises on the nature of disease
   b. Complete exercises on bacteria
   c. Complete exercises on viruses

2. Classroom conditions

3. Standard GED Mini-test

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Science, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Science B. Lecture Number: 6

A. Disease

1. Infectious disease
2. Pathogens
3. Bacteria
4. Viruses
5. Culture
6. Bacteria
   a. Cocci
   b. Bacilli
   c. Flagella
   d. Spirilla
   e. Slime layer
   f. Capsule
   g. Plasmids
   h. Caspids
   i. Host cell
   j. Virions

LESSON PLAN

A. Course Title: GED Science B. Plan Number: 7

C. Topic: Genetics

D. Prerequisite: Previous units

E. Purpose: Mendel and Genetics

F. Performance Objective: At the completion of this unit, the student should understand traits or characteristics that are inherited.

1. Activity
   a. Complete exercises on purebreds and hybrids
   b. Complete exercises on genetic types

2. Classroom conditions

3. Standard GED Mini-test

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Science, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Science B. Lecture Number: 7

A. Mendel and Genetics

1. Inherited traits genetics
   a. Purebred
   b. Hybrids
   c. Dominant
   d. Recessive

2. Genes
   a. Genotype
   b. Punnett square
   c. Phenotype

3. DNA

LESSON PLAN

A. Course Title: GED Science B. Plan Number: 8

C. Topic: ECO systems

D. Prerequisite: Previous units

E. Purpose: The food chain skill conclusions and supporting statements.

F. Performance Objective: At the completion of this unit, the student should understand the food chain and the food consumers.

1. Activity
   a. Complete exercises on ecosystems
   b. The student will complete exercises on population growth and density
   c. Review unit on Life Science

2. Classroom conditions

3. Standard GED Mini-test

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Science, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Science B. Lecture Number: 8

A. Ecosystem

1. Food and the Ecosystem
   a. Food chain
      1. Primary consumers
      2. Secondary consumers
      3. Tertiary consumers

2. Decomposers

3. Energy and the Ecosystem

4. Population Density

5. Review Life Science
   a. Metamorphosis
   b. Biomes
   c. The water cycle
      1. Evaporation
      2. Condensation
      3. Precipitation
   d. The brain
      1. Cerebrum
      2. Cerebellum
      3. Brainstem
   e. Vestigial structures
   f. Herbicides

LESSON PLAN

A. Course Title: GED Science B. Plan Number: 9

C. Topic: The Planet Earth

D. Prerequisite: None

E. Purpose: Identifying the structure of the earth

F. Performance Objective: At the completion of this unit, the student will understand the structure of the earth, geological time lines, and its relationship to other planets.

1. Activity
   a. The student will do problems to practice comprehension
   b. The student will complete exercises on the earth's structure
   c. The student will complete problems on fossils
2. Classroom conditions
3. Standard GED Mini-test

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Science, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Science B. Lecture Number: 9

A. Earth Science

1. Earth Science
   a. ERA
   b. Atmosphere
   c. Water cycle
   d. Air mass
   e. Nonrenewable resources
   f. Erosion
   g. Mass wasting

2. Comprehension Skill: Identifying Implications
   a. Facts not stated
   b. Inferences
   c. Identifying implications
      1. Think about consequences
      2. Use common sense
      3. Look for generalizations

3. The Plant Earth
   a. Layers of the earth
      1. Crust
      2. Mantle
      3. Outer core
      4. Inner core
   b. Fossils
      1. Sediments
      2. Trace fossils

4. Geologic ERAS
   a. Precambrian
   b. Paleozoic
   c. Mesozoic
   d. Cenozoic

LESSON PLAN

A. Course Title: GED Science B. Plan Number: 10

C. Topic: Air and Water

D. Prerequisite: The Planet Earth

E. Purpose: To understand the atmosphere and water supply

F. Performance Objective: At the completion of this unit, the student should be able to identify the layers of the atmosphere, the gases which make up the atmosphere, and the water cycle.

1. Activity
   a. The student will complete exercises on the atmosphere and atmospheric conditions.
   b. The student will complete exercises on air masses.
2. Classroom conditions
3. Standard GED Mini-test

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Science, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Science B. Lecture Number: 10

A. Air and Water

1. Application skill: other contexts
   a. What is being described or explained?
   b. What does information relate to?
   c. How is information used?

2. Atmosphere
   a. Troposphere
   b. Stratosphere
   c. Mesosphere
   d. Ozone layer
   e. Thermosphere

3. Types of Air Masses
   a. Maritime tropical
   b. Maritime polar
   c. Continental tropical
   d. Continental polar

LESSON PLAN

A. Course Title: GED Science B. Plan Number: 11

C. Topic: The Earths Resources

D. Prerequisite: Air and Water

E. Purpose: Analyze the things we need to live

F. Performance Objective: At the completion of this unit, the student should be able to identify the renewable and nonrenewable resources of the earth.

1. Activity
   a. The student will complete exercises on use of natural resources.
   b. The student will complete exercises on air pollution.
2. Classroom conditions
3. Standard GED Mini-test

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Science, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Science B. Lecture Number:11

A. The Earths Resources

1. Petroleum
2. Nonrenewable
3. Renewable
4. Wind

LESSON PLAN

A. Course Title: GED Science B. Plan Number: 12

C. Topic: The Changing Earth

D. Prerequisite: The Earths Resources

E. Purpose: Conditions affecting the earth

F. Performance Objective: At the completion of this unit, the student should be able to identify conditions which effect changes in the earth.

1. Activity
   a. The student will complete exercises on waste of natural resources.
   b. The student will do exercises about earthquakes and erosion.
   c. Earth Science Review

2. Classroom conditions

3. Standard GED Mini-test

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Science, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Science B. Lecture Number: 12

A. The Changing Earth

1. Mass wasting
2. Land slide
3. Mud flow
4. Earth flow
5. Soil creep
6. Earthquake
   a. Fault
   b. Focus
      1. Seismic waves
      2. Secondary waves
      3. Surface waves
   c. Epicenter
7. Richter Scale
   a. Measures energy
   b. Assigns a number from one to ten
8. Erosion
   a. Glacial
   b. Mass wasting, caused by gravity
9. Review
   a. Layers of atmosphere
   b. Rock cycle

G.E.D. CURRICULUM
SOCIAL STUDIES

PUEBLO COMMUNITY COLLEGE
M. D. VICE

COURSE SYLLABUS

TITLE OF COURSE GED Social Studies

PREFIX/NUMBER _____

INSTRUCTOR _____

DAYS/TIME _____

BUILDING/ROOM _____

INSTRUCTOR OFFICE HOURS _____

M _____

T _____

W _____

R _____

F _____

COURSE SYLLABUS

1. **TITLE OF COURSE:** GED SOCIAL STUDIES
   PREFIX/NUMBER

2. **PREREQUISITES:** _____

3. **RESOURCES NEEDED:**
   TEXT: GED Social Studies
   Steck-Vaughn
   SUPPLIES:

4. **COURSE GOAL:** The student will develop and demonstrate an understanding of fundamental concepts and principles in the area of social studies.

SOCIAL STUDIES

GOAL

The student will develop and demonstrate an understanding of fundamental concepts and principles in the area of social studies.

OBJECTIVES AND METHODS

Each student will be given a diagnostic test to determine his/her strengths and weaknesses in each content area of the social studies section.

The student will demonstrate his/her ability to interpret as well as comprehend each area of the social studies section by passing a proficiency test with 80 percent accuracy or above on either an instructor-developed assessment or a standardized test.

A. History

The student will develop skills of interpretation and comprehension of materials presented in history with an emphasis on American history.

The student will demonstrate a proficiency in each of the following content areas by passing each practice exercises with at least 80 per cent accuracy.

1. World History
   a. Ancient history as it related to the United States
   b. Modern history as it relates to the United States
   c. Causes and effects

2. American History
   a. American Revolution
   b. Civil War and re-construction
   c. Formation of the New World
   d. Westward expansion
   e. Development of modern society
   f. Causes and effect

B. Economics

The student will develop skills of interpretation and comprehension in the area of economics which is centered on how goods and services are produced, distributed, and consumed.

The student will demonstrate a proficiency in each of the following content areas by passing each practice exercise with at least 80 percent accuracy.

1. Basic economics
2. Family economics
3. Economic organization of production
4. National economics
5. Grants and charts

C. Political Science

The student will develop skills in interpretation and comprehension in the area of political science as it relates to political and governmental institutions and processes.

The student will demonstrate a proficiency in each of the following content areas by passing each practice exercise with at least 80 percent accuracy.

1. National government
2. State government
3. County government
4. Local government

D. Geography

The student will develop skills in interpretation and comprehension in the area of geography which deals with the physical aliments of the world.

The student will demonstrate a proficiency in each of the following areas by passing with an 80 percent or above on either an instructor-developed assessment or a standardized test.

1. Geographic concepts
2. Culture geography
3. Interpretation of maps

E. Behavioral Science

The student will develop skills in interpretation and comprehension in the area of behavioral sciences when the development of the individual and the relationship of the individual to the family, culture, society, and environment is studied.

The student will demonstrate a proficiency in each of the following content areas by passing each practice exercise with at least 80 per cent accuracy.

1. Anthropology
2. Psychology
3. Sociology

F. Evaluation

The student will develop skills in analysis of information as it relates to the area of social studies. The following procedures should be concentrated on by the student.

1. Knowledge of specific terms, facts, principles, and generalizations
2. Comprehension and interpretation of various types of data and information
3. Utilization of inferences to draw conclusions
4. Application of knowledge to new materials, hypotheses, concepts, etc.
5. Evaluation of logical consistency

Materials:

Steck-Vaughn Comprehensive Review Book
Steck-Vaughn Social Studies Exercise Book
Amsco Mastering Social Studies Skills
World Book

All materials may not be used exclusively. Available materials will facilitate selection alternatives which best suit the student.

EVALUATION PROCEDURES

The student will demonstrate his/her ability to interpret as well as comprehend each area of the social studies section by passing a proficiency test with 80 percent accuracy or above on either an instructor-developed assessment or a standardized test.

The student will develop and demonstrate the use of social studies skills by taking and passing instructor-developed performance assessments and obtaining a minimum score of 45 on GED Predictive Test.

The student will complete and successfully pass the social studies section of the GED Test with a minimum score of 35 and an overall average of 45 on the entire battery of tests, as required by the Colorado Department of Education.

COURSE OUTLINE

A. GEOGRAPHY
   1. Comprehension Skill
      a. Restating information, Earth's regions
      b. Summarizing ideas, Earth's regions
      c. Drawing conclusions protecting the environment, review geography

B. HISTORY
   1. Application Skill
      a. Using given ideas in another context
   2. Comprehension Skill
      a. The colonization of America making inferences
   3. Analysis Skill
      a. Fact and opinion, the American Revolution
      b. Identifying cause and effect, The Civil War and reconstruction
      c. Distinguishing between supporting statements and conclusions, The United States involved with the world.

C. ECONOMICS
   1. Analysis Skills
      a. Recognizing assumptions
      b. General economic behavior
      c. Cause and effect, labor and the economy
   2. Evaluation Skill
      a. Interpreting information
      b. Government and economics

D. POLITICAL SCIENCE
   1. Analysis Skill
      a. Fact and opinion
      b. Modern government
   2. Evaluation Skill
      a. Recognizing faulty logic
      b. The American political system
   3. Application Skill
      a. Using ideas in a new context
      b. Government money and the general welfare
   4. Evaluation Skill
      a. Identifying faulty logic
      b. The United States and foreign policy

D. BEHAVIORAL SCIENCE

   1. Evaluation Skill
      a. Recognizing values of people and members of cultures
      b. Beliefs and values
      c. Recognizing their role, individual and group behavior

LESSON PLAN

A. Course Title: GED Social Studies B. Plan Number: 1

C. Topic: Earth's regions

D. Prerequisite: None

E. Purpose Map and chart reading skills

F. Performance Objective: At the completion of this unit, the student should be able to understand the information that you read and see on maps and charts.

1. Activity
   a. The students will complete exercises on map reading from text.

2. Classroom conditions

3. Standard GED Mini-test

F. _____
(Equipment, Materials, , Resources Required)

Quantity	Item
	Steck-Vaughn, GED Social Studies, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Social Studies B. Lecture Number: 1

A. Geography

1. Terms
   a. Oceans
   b. Continent
   c. Culture
   d. Region
   e. Natural resource
   f. Map
   g. Table
   h. Graph

2. Restating information, fact or detail, of Earth's regions
   a. Physical
   b. Economic
   c. Historical
   d. Political

3. Map reading skills
   a. Legend
   b. Scale
   c. Compass

4. Review Lesson I

5. GED Mini-test

LESSON PLAN

A. Course Title: GED Social Studies B. Plan Number: 2

C. Topic: Earth's Regions II

D. Prerequisite: Earth's Regions I

E. Purpose: Table Reading Skills

F. Performance Objective: The student should be able to recognize the purpose of a reading passage or map.

1. Activity
   a. Exercises on comprehension skills
   b. Exercises on table reading skills
   c. Review

2. Classroom conditions

3. Standard GED Mini-test

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Social Studies, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Social Studies B. Lecture Number : 2

A. Comprehension Skill: Summarizing Ideas

1. Summary
   a. Topic sentence
   b. Supporting details

2. Topic-The Earth's Region II
   a. North America
      1. Countries
      2. Language
      3. Political systems
      4. Geographic regions

3. Table Reading Skills

4. Review Lesson II

5. Mini-test

LESSON PLAN

A. Course Title: GED Social Studies B. Plan Number: 3

C. Topic: Geography

D. Prerequisite: Earth's Regions II

E. Purpose: Protecting the environment

F. Performance Objective: The student will develop an understanding of the value of conservation of natural resources.

1. Activity
   a. Exercises on comprehension skills from text
   b. Exercises on Ecology from text
   c. Review Unit 3
   d. Review geography

2. Classroom conditions

3. Standard GED Mini-test

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Social Studies, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Social Studies B. Lecture Number: 3

A. Comprehension Skill: Drawing Conclusions

1. Decisions Based on Fact

2. Protecting the Environment
   a. Ecology
      1. Balance between humanity and nature
      2. Natural resources
      3. Economy vs.environment

3. Graphs
   a. Pie
   b. Bar
   c. Line

4. Review

5. Mini-test

LESSON PLAN

A. Course Title: GED Social Studies B. Plan Number: 4

C. Topic: History

D. Prerequisite: None

E. Purpose: Colonization

F. Performance Objective: The student should understand how people colonize and maintain political and economic control over the area.

1. Activity
   a. The student will complete exercises from Unit 4 in the text.
   b. Review of Lesson 4

2. Classroom conditions

3. Standard GED Mini-test

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Social Studies, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Social Studies B. Lecture Number: 4

A. History

1. Terms
2. Settle
3. Colonize
4. Immigration
5. Industrialization
6. Application skill-using given ideas in another context
   a. Motives for colonization and settlement
      1. Economic
      2. Religious
      3. Political
      4. Scientific
      5. Social
7. The Colonization of America
   a. Dates
   b. People
   c. Native Americans
8. Lesson 4 Review
9. GED Mini-test

LESSON PLAN

A. Course Title: GED Social Studies B. Plan Number: 5

C. Topic: History

D. Prerequisite: Colonization

E. Purpose: American Revolution

F. Performance Objective: The student should understand the historical events which led to America becoming an independent nation.

1. Activity exercises in Unit 5

2. Conditions
   a. Classroom
   b. Lecture

3. Standard GED Mini-test

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Social Studies, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Social Studies B. Lecture Number: 5

A. Comprehension Skill: Making Inferences

1. Inference
   a. A kind of decision
   b. Implication

2. The American Revolution
   a. Customs and traditions
   b. Self-reliance
   c. Stamp Act
   d. Townsend Act
   e. Second Continental Congress
   f. Declaration of Independence
   g. War of Independence
   h. The Treaty of Paris

3. Review Lesson 5

4. GED Mini-test

LESSON PLAN

A. Course Title: GED Social Studies B. Plan Number: 6

C. Topic: History

D. Prerequisite: The American Revolution

E. Purpose: The Civil War and Reconstruction

F. Performance Objective: The student will understand events which led to changes in the country after the Civil War.

1. Activity
   a. Exercise 1, practicing analysis
   b. Exercise 2, the Industrial Revolution
   c. Review

2. Conditions
   a. Classroom
   b. Lecture

3. Standard GED Mini-test

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Social Studies, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Social Studies B. Lecture Number: 6

A. Analysis Skill: Fact and Opinion

1. Fact: an actual happening

2. Opinion
   a. A person's thoughts
   b. Change easily
   c. Validity
   d. Emotion or judgement

3. The Civil War and Reconstruction
   a. Slavery
   b. Abolitionists
   c. Confederate states of America
   d. Reconstruction 1865-1877

4. Review Lesson 6

5. GED Mini-test

LESSON PLAN

A. Course Title: GED Social Studies B. Plan Number: 7

C. Topic: History

D. Prerequisite: The Civil War and Reconstruction

E. Purpose: Industrial America

F. Performance Objective: The student will understand the effects of industry in the development of the New World.

1. Activity
   a. Exercise 1, Analysis
   b. Exercise 2, Effects of machines
   c. Review

2. Conditions
   a. Classroom
   b. Lecture

3. Standard GED Mini-test

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Social Studies, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Social Studies B. Lecture Number: 7

A. Analysis Skill: Identifying Cause and Effect

1. Cause: What makes something happen?

2. Effect: What happens as a result of a cause?

3. Chain Reactions

4. Word Indicators
   a. Because
   b. Therefore
   c. Results in

5. Industrial Revolution
   a. Farming to manufacturing
   b. Great Britain 1700's
   c. America early 1800's
   d. People
      1. Whitney
      2. Goodyear
      3. McCormick
      4. Howe
      5. Hunt
   e. Electric lights
   f. Indoor plumbing

6. Review

7. GED Mini-test

LESSON PLAN

A. Course Title: GED Social Study B. Plan Number: 8

C. Topic: History

D. Prerequisite: Industrial Revolution

E. Purpose: The United States involved with the world

F. Performance Objective: The student should be able to discuss the United States involvement in world politics.

1. Activity exercises from Unit 8 of text

2. Conditions
   a. Classroom
   b. Lecture

3. Standard GED Mini-test

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Social Studies, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Number: GED Social Studies B. Lecture Number: 8

A. Analysis Skill: Distinguishing Between Supporting Statements and Conclusions

1. Details and examples to support conclusions
   a. Opinions
   b. Separating words

2. The United States involved with the world
   a. Cubans rebel against Spain
   b. World War I, 1914
   c. Allies
   d. The Axis Powers, 1939
   e. Pearl Harbor, December 7, 1941
   f. December 8, 1941, Declaration of World War II
   g. Cold War

3. Acts
   a. Federal Emergency Relief Act
   b. New Deal
   c. Agricultural Adjustment Act
   d. National Industrial Recovery Act
   e. National Labor Relations Act
   f. Social Security Act
   g. Soil Conservation Act

4. 1960's - 1980's
   a. Arms race
   b. New frontier
   c. Civil disobedience
   d. Watergate
   e. Reaganomics

5. Review History-Constitutional amendments

LESSON PLAN

A. Course Title: GED Social Studies B. Plan Number: 9

C. Topic: Economics

D. Prerequisite: None

E. Purpose: General Economic Behavior

F. Performance Objective: The student will have an understanding of basic economic systems.

1. Activity exercises from Unit 9 in text
2. Lecture conditions
3. Standard GED Mini-test

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Social Studies, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Social Studies B. Lecture Number: 9

A. Economics Terms

1. Goods
2. Services
3. Production
4. Labor
5. Land
6. Distribution
7. Consumption

B. Analysis Skill-Recognizing Assumptions

1. To Assume
   a. Take for granted
   b. Decisions made on assumption
   c. Assumption based on belief
2. Organization of a business
   a. Individual proprietorship
   b. Partnership
   c. Corporation
3. General Economic Behavior
   a. Monetary economies
   b. Barter economies
   c. Gross National Product
4. Review Lesson 9
5. Mini-test

LESSON PLAN

A. Course Title: GED Social Studies B. Plan Number: 10

C. Topic: Economics

D. Prerequisite: General Economic Behavior

E. Purpose: To understand labor and the economy

F. Performance Objective: At the completion of this unit, the student should understand the effects of labor on the economic system.

1. Activity
   a. The student will complete exercises from Unit 10 in text
   b. Review Lesson 10

2. Lecture conditions

3. Standard GED Mini-test

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Social Studies, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Social Studies B. Lecture Number: 10

A. Analysis Skill: Cause and Effect

1. Cause and effect relationships
   a. Economics
   b. Social behavior
   c. Political Science

2. Labor and the economy
   a. Profit
   b. Organization of workers
   c. National Labor Relations Act, 1935
   d. Taft-Hartley Act, 1947
   e. Collective bargaining

3. Income Distribution

4. GED Mini-test

LESSON PLAN

A. Course Title: GED Social Studies B. Plan Number: 11

C. Topic: Economics

D. Prerequisite: Labor and The Economy

E. Purpose: Government and economics

F. Performance Objective: The student will understand the effects of Government on our economic system.

1. Activity
   a. The student will complete exercises from Unit 11 in text.
   b. Economics review

2. Conditions
   a. Classroom
   b. Lecture

3. Standard GED Mini-test

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Social Studies, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Social Studies B. Lecture Number: 11

A. Evaluation Skill: Interpreting Information

1. Three Major Economic Systems
   a. Capitalism
   b. Communism
   c. Socialism

2. Political influence on the economy

3. Government and Economy
   a. Federal budget
      1. 50 percent National Security and Defense
      2. 33 percent on Health, Labor, Welfare, and Education
   b. The Balance
      1. Conservation
      2. Commerce
      3. Agriculture
      4. Administration

4. Taxes
   a. Salaries and wages
   b. Interest and dividends
   c. Rental income
   d. Welfare
   e. Medicaid
   f. Unemployment compensation

5. Federal Reserve System, International trade agreements

6. State income and Sales Tax

7. Review Economics
   a. Relationship among money, goods, and services
   b. Terms
      1. Inflation
      2. Demand pull inflation
      3. Cost push inflation
      4. Recession
      5. Depression
   c. Regulatory commissions
      1. FCC
      2. Fair Labor Standards Act

LESSON PLAN

A. Course Title: GED Social Studies B. Plan Number: 12

C. Topic: Political Science

D. Prerequisite: None

E. Purpose: Modern government functions

F. Performance Objective: The student should be able to identify forms of government and discuss their similarities and differences.

1. Activity exercises from Unit 12 in text

2. Conditions
   a. Classroom
   b. Lecture

3. Standard GED Mini-test

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Social Studies, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Social Studies B. Lecture Number 12

A. Political Science

1. Terms
   a. Government
   b. Politics
   c. Policies
   d. Politicians
   e. Propaganda
   f. Foreign Policy

2. Analysis Skill-Fact and Opinion
   a. Demonstrations
   b. Political arguments
   c. Interpretations

3. Government Functions
   a. Making and enforcing laws
   b. Settle arguments
   c. Develop a system of plans and directions
   d. Deal with other governments
   e. Political, economic, and military relationships and agreement

4. Modern Government
   a. Centralized government
   b. Legal authority
   c. Mass political participation
   d. Authoritarian
   e. Totalitarian
   f. Democracies

5. Review Lesson 12

LESSON PLAN

A. Course Title: GED Social Studies B. Plan Number: 13

C. Topic: Political Science

D. Prerequisite: Government Functions

E. Purpose: The American political process; recognize flaws and errors in reasoning

F. Performance Objective: The student will be able to discuss the processes in the American political system.

1. Activity exercises from Unit 13 of text
2. Lecture conditions
3. Standard GED Mini-test

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Social Studies, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Number: GED Social Studies B. Lecture Number 13

A. Evaluation Skill: Recognizing Faulty Logic

1. Faults in Logic
   a. Hasty generalization
   b. Stereotype
   c. Over simplification

2. Branches of Government
   a. Legislative
   b. Executive
   c. Judicial

3. The American Political Process
   a. Platform
   b. Federalists
   c. Anti-federalists
   d. Democratic-republican
   e. Democrat
   f. National republican
   g. Republican

4. Review Lesson 13

5. GED Mini-test
   a. Amendments
   b. Liberal
   c. Conservative
   d. Reactionary

LESSON PLAN

A. Course Title: GED Social Studies B.Plan Number: 14

C. Topic: Political Science

D. Prerequisite: The American Political Process

E. Purpose: Government money and the general welfare

F. Performance Objective: The student will identify and discuss the general welfare programs operated by the Federal Government.

1. Activity
   a. Exercises from Unit 14 of text
   b. Review Lesson 14

2. Conditions
   a. Classroom
   b. Lecture

3. Standard GED Mini-test

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Social Studies, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Social Studies B. Lecture Number: 14

A. Application Skill: Using Ideas in a New Context

1. Application of General Ideas
   a. Specific example
   b. Identify and understand main ideas
   c. Draw conclusions
   d. Make inferences

2. Government Money and the General Welfare
   a. Social Security
   b. Veterans Administration
   c. Department of Housing and Urban Development
   d. Food Stamp Program
   e. Medicare
   f. Unemployment Insurance

3. Sources of Government Taxes
   a. Taxes
   b. Borrowing

4. Review Lesson 14
   a. Jenkins-Archer Bill
   b. House Leadership Bill
   c. IRA

5. GED Mini-test
   a. Power to coin money
   b. Power to charter banks
   c. Federal Reserve System

LESSON PLAN

A. Course Title: GED Social Studies B. Plan Number: 15

C. Topic: Political Science

D. Prerequisite: Government and Money

E. Purpose: United States and foreign policy

F. Performance Objective: The student should be able to identify and discuss international policies and political organizations involved in foreign policy.

1. Activity exercises from Unit 15 of text

2. Conditions
   a. Classroom
   b. Lecture

3. Standard GED Mini-test

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Social Studies, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Social Studies B. Lecture Number: 15

A. Evaluation Skill: Identifying Faulty Logic

1. Terms
   a. Propaganda
   b. Circular argument
   c. Self-contradiction
   d. Red herring
   e. Either-or error

2. The United States and Foreign Policy
   a. A nation's behavior
   b. Isolate or separation
   c. The Monroe Doctrine, 1883
   d. Open door policy
   e. Good neighbor policy
   f. Marshall Plan
   g. Truman Doctrine

3. Review Lesson 15

4. Political Science Review
   a. Charismatic leaders
   b. Terrorism
   c. International political organizational
      1. The United Nations
      2. North Atlantic Treaty Organization
      3. Eastern European Mutual Assistance Treaty
      4. Organization of American States

5. European Community or Common Market

LESSON PLAN

A. Course Title: GED Social Studies B. Plan Number: 16

C. Topic: Behavioral Science

D. Prerequisite: Political Science

E. Purpose: To recognize the importance of individual beliefs

F. Performance Objective: The student should be able to recognize social groups and things important to them.

1. Activity exercises from Unit 16 of text
2. Lecture conditions
3. Standard GED Mini-test

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Social Studies, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Number: GED Social Studies B. Lecture Number 16

A. Behavioral Science

1. Terms
   a. Anthropology
   b. Folklore
   c. Psychology
   d. Sociology
   e. Anthropologists
   f. Ethnology
   g. Folklorist
   h. Psychologist
   i. Sociologist

2. Recognizing Values
   a. Cultural
   b. Freedom of individuals

3. People as Members of Cultures
   a. Knowledge
   b. Beliefs
   c. Art
   d. Morals
   e. Laws
   f. Customs
   g. Emotional and biological need

4. Review Lesson 16
   a. Dowry System
   b. Cultural conditioning

5. GED Mini-test

LESSON PLAN

A. Course Title: GED Social Studies B. Plan Number: 17

C. Topic: Behavioral Science

D. Prerequisite: Cultures

E. Purpose: Individual and group behavior

F. Performance Objective: The student should be able to recognize and discuss differences in individual and group behavior.

1. Activity
   a. The student will complete exercises from Unit 17 of text.
   b. Social Studies Post Test

2. Classroom conditions

3. Standard Unit Exam

G. _____
(Equipment, Materials, Resources Required)

Quantity	Item
	Steck-Vaughn, GED Social Studies, Austin; Steck-Vaughn Co., 1991

LECTURE OUTLINE

A. Course Title: GED Social Studies B. Lecture Number 17

A. Evaluation Skill: Beliefs and Values

1. Recognizing Their Role

2. Belief
   a. An idea a person thinks is true
   b. Influences

3. Faith
   a. Religion
   b. Trust
   c. Influences

4. Individual and Group Behavior
   a. Values
      1. Food
      2. Shelter
      3. Clothing
      4. Love and support
   b. Beliefs
      1. Group
      2. Individual
      3. Cultural

5. Review Lesson 17
   a. Affirmative action

6. Review Behavioral Science
   a. Population shifts
   b. Material and non-material culture
   c. Beliefs about the weather
   d. Self-image

7. Avoiding Anxiety
   a. Displacement
   b. Projection
   c. Rationalization
   d. Reaction formation
   e. Repression

8. Post Test